

OCTOBER 1961

*The*  
NATIONAL PARENT-TEACHER

PTA

*Magazine*



# OBJECTS *of the National Congress*



Membership of the  
National Congress  
of Parents and Teachers  
as of April 15, 1961  
is 12,074,289.

## *of Parents and Teachers*

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

### **P.T.A. MEMBERSHIP BY STATES**

Alabama.....	217,908
Alaska.....	11,250
Arizona.....	83,875
Arkansas.....	134,472
California.....	1,881,070
Colorado.....	183,092
Connecticut.....	143,825
Delaware.....	35,399
District of Columbia.....	44,130
European.....	49,192
Florida.....	363,608
Georgia.....	271,681
Hawaii.....	81,581
Idaho.....	46,529
Illinois.....	703,212
Indiana.....	261,295

Iowa.....	147,855
Kansas.....	208,054
Kentucky.....	199,963
Louisiana.....	112,609
Maine.....	32,427
Maryland.....	201,595
Massachusetts.....	149,604
Michigan.....	390,381
Minnesota.....	261,721
Mississippi.....	97,977
Missouri.....	254,155
Montana.....	32,151
Nebraska.....	73,017
Nevada.....	27,726
New Hampshire.....	26,302
New Jersey.....	481,464
New Mexico.....	47,860
New York.....	546,688
North Carolina.....	344,394

North Dakota.....	48,885
Ohio.....	740,179
Oklahoma.....	186,888
Oregon.....	128,176
Pennsylvania.....	581,967
Rhode Island.....	53,493
South Carolina.....	105,257
South Dakota.....	36,658
Tennessee.....	354,364
Texas.....	749,179
Utah.....	121,556
Vermont.....	21,185
Virginia.....	284,539
Washington.....	222,110
West Virginia.....	106,049
Wisconsin.....	154,354
Wyoming.....	17,817
Unorganized areas..	13,571
Total.....	12,074,289

700 North Rush Street, Chicago 11



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# The PTA Magazine

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## Contents FOR OCTOBER 1961

### The President's Message

Faith and Fulfillment..... Margaret E. Jenkins 2

### ARTICLES

Teen-agers—The Ad Man's Target..... Marilyn Dunsing 4  
Stop Your Stuttering..... Marian L. Gilmore 7  
FCC to P.T.A.: Closer Communication..... Newton N. Minow 10  
Is There a Bully on Your Block?... Grace Langdon and Irving W. Stout 14  
A Read-Aloud Story: The Family Who Never Had Roller Skates  
..... Hildegard Woodward 23  
Children Think—But How?..... Marion L. Faegre 24  
Food Facts and Fallacies..... 27  
City-wide Discussion in Cincinnati—A Parent Education Program  
..... Anna Hayes Cooper and Helen L. Webster 30

### FEATURES

Our Life and Times..... 9  
What's Happening in Education?... William D. Boutwell 17  
Come In, World..... 19  
Time Out for Television..... 20  
Keeping Pace with the P.T.A..... 33  
The Eventful Drama of Growing Up: Study-Discussion Programs  
Ruth Strang, Dale B. Harris and Elizabeth Harris, Evelyn Millis Duwall 35  
Motion Picture Previews..... 38  
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## MEMBERSHIP PROCLAMATION



### THE PRESIDENT'S MESSAGE

# Faith and

SIXTY-FOUR YEARS AGO a national organization was born of faith—faith in education, in the intelligence of ordinary people, in selfless, cooperative action. It was born in a time when ignorance of the children's health needs caused high death rates and illnesses among young children. It was born in a time when rapid industrialization, labor shortages, and poverty took children from school and put them to work on farms, in factories, and in sweatshop tasks at home.

The early leaders of the National Congress of Parents and Teachers had faith that intelligent, compassionate people, alerted to the suffering, neglect, and exploitation of children, would demand legislation to protect them. They had faith that parents could, and would, use sound information if it was made available to them. They worked imaginatively to get the findings of research into homes in usable, useful form. They worked heroically to inform the public on the need for child labor legislation, juvenile courts, compulsory school attendance laws, and other measures to protect children and enlarge their opportunities.

Their faith was abundantly fulfilled. Today's infant has a far better chance for survival and healthy growth and far richer educational opportunities than the infant born in 1897. But the work of the Congress is not done. It will never be done. Each year there will be new strains and stresses affecting children and families. For we live, as almost every day demonstrates, in an era of unprecedented change. And change is a two-edged tool. It may bring benefits, but it may also create chaos, confusion, undesirable conditions, and hardships—at least temporarily.

Change has already wrought much to be concerned about in today's world. We need to be concerned about our schools. Scientific and technical progress has changed the nature of work, creating demands for higher mental competence and more skilled manpower. Yet our schools, which must bear the chief burden of producing competent young people, are still understaffed, overcrowded, inadequately financed, and in some places underdeveloped.

We should be concerned about what is happening, or not happening, in our schools—in class organization, curriculum, guidance and counseling, physical education.

We should be particularly concerned about our high school students. Academic pressures, national and international tensions, and the unpredictable future are intensifying the normal anxiety, conflicts, and insecurity of the adolescent period. Teen-age worry over college admission, a Harvard psychiatrist warns us, is becoming



# Fulfillment



ing a mental health problem. Never was it so important to organize high school P.T.A.'s, where parents and teachers can work together and with young people on the difficulties that beset adolescents.

We need to be deeply concerned also over the young people who drop out of school. The vast number of unemployed, out-of-school youth roaming our city slums has been called "social dynamite."

We need to be concerned about our changing communities. Into our cities each year pour impoverished rural families, and out of our cities stream prosperous families in search of better living and better schools in the suburbs. Are our cities becoming wastelands for the culturally and economically underprivileged? Are our suburbs isolating youth behind a velvet curtain that shuts off social vision? Behind the velvet curtain are we rearing youth with sharpened self-concern and dulled social conscience?

Now, more than ever in the past, there is need for an organization that can cope with change and guide it for children's good. The National Congress of Parents and Teachers is such an organization. And we warmly, indeed insistently, invite all parents, teachers, and friends of youth to work with us in the P.T.A.

Behind us lie sixty-four years of faith and fulfillment. Ahead of us lie gigantic tasks, but the past assures us that, working together, parents, teachers, and compassionate citizens can accomplish marvels. We too can institute, foster, and speed changes that are good for children. We too can effectively resist and even reverse changes that are bad. Through the P.T.A. we help to alleviate the hardships and confusion that result from change and establish services to meet new needs.

This changing world challenges P.T.A. members to control change and direct it for the welfare of all children. Therefore, I, Margaret E. Jenkins, president of the National Congress of Parents and Teachers, designate the month of October, 1961, as P.T.A. Membership Enrollment Month, and most cordially urge all friends of children and youth to join us as we strive to cope with change. If we would wrest from it bright hope, radiant faith, and rich fulfillment for our children, we need the knowledge, imagination, and energies of every parent and teacher in the land.

*Margaret E. Jenkins*  
President, National Congress of Parents and Teachers

# Teen-Agers-

*What do teen-agers want to be? Smart, admired, glamorous, attractive to the other sex, in with the crowd and the sweep and swing of things? Whatever the desired image, the ad man associates his product with it. The implication is plain. The product is the easy road to the goal.*

MARILYN DUNSG

TODAY'S TEEN-AGE GROUP IS SIZABLE. It has money of its own to spend—a fabulous amount. Its members are important potential customers for a wide variety of products from fingernail polish to fur hats and from hero sandwiches to hot-rod cars and rock 'n' roll records. Is it any wonder that your adolescent son or daughter has become the ad man's target? Today's teen-agers are a rich quarry, ready for the digging.

There are approximately twenty million of them. They represent a tempting and expanding market. Today there are a third more teen-agers in the United States than there were ten years ago, and they make up a larger proportion of the population. In the next ten years teen-agers will be the fastest growing group in the country except for the twenty to twenty-four year olds.

Today's twenty million teen-agers have something like ten billion dollars at their disposal, an awesome amount of purchasing power. Quite a difference from a generation ago, isn't it? When you were a teen-ager, most of the family income was spent by your parents to meet the needs of the entire family.

The major part of family income is still spent by parents to meet family needs. But since family income is higher than a generation ago, parents are able to give children money for their own use. And they do, in considerable amounts. In addition, many teen-agers have earnings from part-time jobs. Some of them, in fact, earn money interviewing fellow teen-agers on



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their tastes and opinions. The employer is an agency that sells their findings to manufacturers of such goods as gasoline, milk products, soft drinks, dress patterns, brassieres, shirts, and typewriters, as well as to a teen-age magazine.

The amount of money individual youngsters have at their disposal varies, of course, depending on age, sex, family affluence, and earnings. But there are some general trends. For example, older teen-agers have more money than younger ones; both allowances and earnings increase with age. Boys at any age have more money than girls, and earnings are a more important source of income for them than for girls. Some part of the money youngsters receive each week is saved.

Teen-agers' income from allowances and earnings represents a big consumer market. Many companies are eager for a share, and they are going after it with advertising directed specifically to the teen-age group.

Does advertising aimed at the teen-age market differ from that addressed to the adult? Definitely. Currently a shampoo advertisement is appearing in a number of magazines. Look at it in a teen-age magazine and then in a woman's magazine. The copy in both is identical, but what of the picture, the attention-getting device? In the teen-age magazine the model is sophisticated and mature looking. In the woman's magazine she looks like Mother's wholesome, well brought up daughter, attractive but not glamorous. For the teen-ager the knowing ad man uses the

# THE AD MAN'S TARGET

appeals and motifs most likely to catch the attention of adolescents and influence their buying.

Should you be concerned that advertisements are beamed directly at your teen-age son or daughter? Do ads really induce teen-agers to buy? Studies to determine the responsiveness of various age groups to advertising indicate that as a general rule younger people are most susceptible to its influence. They are the ones most willing to switch to a new brand or try a new product. Advertising can certainly influence your youngster's spending.

## Sweet buy-and-buy

What do we know about teen-age buying? What do adolescents do with their dollars? Spending patterns vary. One study found that of each dollar spent by the teen-age group, the largest amount, twenty-nine cents, was spent by both boys and girls for school lunches and supplies. Girls spent another big portion, twenty-six cents, for clothing and personal items. They tended to spend three times as much as boys for this group of things. (We might note incidentally the large volume of advertising in this area. Remember all the promotions for back-to-school wardrobes last August?) Boys tended to distribute their spending more evenly among various items. For sports, movies, and snacks they spent a total of twenty-nine cents, while girls spent twenty. Two expenditures were unique to boys. These were spending for dates and for oil and gasoline, a total of fourteen cents.

Information from studies of individual teen-agers indicates that, to a large extent, decisions on how their money is to be spent are made by the young people themselves. Parents offer advice, but teen-agers are likely to control their own purse strings. The older the teen-ager, the more responsibility he has for his spending.

Studies also reveal that expenditures in the early teens tend to be for frequently purchased, less expensive things for personal use. In the late teens purchases include major items.

The information we have about the types of goods purchased by teen-agers indicates a concentration of spending on certain products. Their purchases of such diverse things as ice cream, carbonated beverages, lipstick, deodorants, home permanents, electric razors, and popular records account for a considerable part of the total sales of these items.

Advertising directed to teen-agers isn't confined,

however, to products they are already buying in sizable quantities. Advertisers don't wait for a particular group to begin purchasing in large numbers before they try to establish brand loyalty for a product. They recognize the importance of making prospective customers familiar with their merchandise.

The late teen group, for example, provides potential customers for all kinds of house furnishings and appliances. It's not at all surprising to find that manufacturers and merchants of products for the home—silverware, china, electrical appliances, and the like—concentrate much of their advertising budgets on ads geared to appeal to this group.

Even when teen-agers do not buy the advertised product, they may still be the ad man's target. If they can be sold on the product, they can often persuade their parents to buy it. That children influence purchasing is undeniable. If there's a sub-teen TV viewer in your family, just take a look at the line-up of breakfast cereals in your kitchen cupboard.

Since teen-agers are the target of a barrage of advertising in newspapers and magazines and on radio and TV, they should learn to use advertising for their own advantage. What should they know? They should know that advertising both informs and persuades. They should understand the techniques used by ad men so they can distinguish information from persuasion, facts from emotional appeal. They should be able to read ads critically.

An ad usually contains specific facts (price, quality, availability, size range, or the like), trade puffs, and attention-getting devices. An ad may state that the product is milder, richer, softer, or tastier. These are examples of trade puffing. It's accepted practice for an advertiser to puff—that is, praise—his product.

## Buyer, beware! Seller, take care!

Is there no limit to the claims the advertiser may make? Yes. He may not make a specific misstatement of fact or give specific misleading impressions. If he says his product works 10 per cent faster, then it must work 10 per cent faster than something else or than it did before he added ingredient X. If the advertiser states as a fact something that is not true, it is the responsibility of the Federal Trade Commission in Washington to order him to discontinue the use of such advertisements.

An article in the 1961-62 study program on adolescence.



What determines whether a claim is misleading and therefore must be discontinued? If a reasonable person would be misled, then the ad is judged misleading. For example, if an advertiser of baby powder pictures a three- or four-month-old baby saying that he likes this particular powder the best, the ad would not be deemed misleading. Why not? Because a reasonable person knows an infant can't talk, and consequently he won't be taken in by the ad.

But what about an ad that says, "Little Ladies who wear \_\_\_\_\_ dresses win at jacks"? Well, presumably a reasonable person wouldn't be taken in by this either. Besides, some ad men practice a fine kind of brinksmanship, seeing how close to the edge they can venture before the FTC calls a halt.

Teen-agers must become sophisticated and skeptical about ads. "You're in a wonderful world apart in your \_\_\_\_\_ Award Sweater. . . . Admiring glances from the world around you prove it is the most exciting of *all* sweater fashions. . . . And the Gold Shield emblem points to outstanding excellence in style, design, and workmanship." How much of this is information? How much persuasion? Will your teen-ager ask, "What award? Whose gold shield?"

Or take this ad, "Smart fellows go for \_\_\_\_\_ slacks. In school and out, a fellow's at his best in \_\_\_\_\_ slacks." Or this one, showing a pretty girl: "The smartest juniors in the U.S.A. live in \_\_\_\_\_ Tailored exclusively for juniors by \_\_\_\_\_." The proper response to these ads is, "Says who? Where's the evidence?"

As a result of the efforts of the Federal Trade Commission, blatantly false claims are seldom made. But subtle statements or pictures can guide the unwary into a mental trap, an emotional response, or a false inference that the advertiser wants him to make. Watch a few TV commercials for shampoo lotions, deodorants, or toothpastes directed at the teen-age girl. Near the girl on the screen is an attractive boy—or several. What's the inference for the teen-ager? If she washes her hair with this shampoo, brushes her teeth with this paste, or uses this particular deodorant, the outcome is obvious.

### The power of parents

Can parents help teen-agers react critically and intelligently to advertising? Unquestionably. Their own reactions set an example. Has your son or daughter asked you, "Mom, what made you buy that?" Have you ever had to reply sheepishly, "Well, Jimmie Towns praised it." Jimmie Towns, of course, is the star of the TV program sponsored by the manufacturer of your purchase.

If parents are to set a good example, they should determine what goods to buy in terms of the family's needs, wants, and income. Having decided to buy a particular article, they should get the information necessary to make an intelligent purchase. They

should become acquainted with the agencies that provide reliable information about products. By following this procedure they will avoid irrational responses to advertising and impulsive purchases. They will be using advertising to their own advantage.

Your teen-agers should participate in these planning and choice-making activities. The experiences to be gained are invaluable. They provide a frame of reference when youngsters face decisions on spending their own money.

Besides participating in family purchasing, teen-agers should be given an allowance in order to have a continuing experience in independent planning and choice making. Over the years the allowance should be increased to cover more and more of the teen-ager's personal needs, enabling him to assume more and more responsibility for spending.

Sometime during the high school period the allowance should become comprehensive, with the teen-ager assuming full responsibility for using it to meet all personal needs. In emergencies, of course, he may need additional money. Parents should offer advice and guidance, but teen-agers should make the final decisions on how their allowances will be spent. Otherwise the adolescent merely goes through the motions of spending while the real decisions are made for him. If parents follow these practices, they will have the satisfaction of knowing that while their teen-agers may be the ad man's target they are learning not to be the ad man's victim.

What responsibility do schools take in helping youngsters acquire sound attitudes toward money and needed knowledge in planning and choosing? Usually courses in money management and "buymanship" are offered for these purposes. Close cooperation between teachers and parents of students is highly desirable, for unless the teen-agers' actual experiences in spending reflect recommended practices, the maximum value of the course cannot be achieved.

In their English and language arts classes, children learn to read and listen more critically. They are taught to question sweeping generalizations, challenge unsupported statements, appraise evidence, and detect false logic. In short, they are learning to discriminate between fact and opinion, information and emotional or irrational appeal. This is valuable training for assessing the ad man's claims and discounting his exaggerations and blandishments.

Ten billion dollars is a vast amount of money. Will our teen-agers get real value and satisfaction from their spending? They'll have a far better chance if we teach them to analyze advertising critically and make rational, discriminating responses to it.

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*Marilyn Dunsing, a family economist, is an associate professor of home economics at the University of California, Davis campus. One area of her research is the money-management experiences of teen-agers.*



# STOP YOUR STUTTERING

MARIAN L. GILMORE

*When the words just won't come,  
a lubricant of tact and understanding is  
called for. Here a speech specialist  
tells how to apply this remedy.*



© H. Armstrong Roberts

THREE-YEAR-OLD JANEY looks up at her mother in puzzlement. What does Mother mean by "Stop your stuttering"? She has never heard that word "stuttering" before. Whatever it is, though, her mother does not like it. She pauses, then goes on with her story or returns to her play.

The next day Janey comes running into the house to tell her mother excitedly, "M-mama, there's-there's-a big fi-fire engine down the street." Annoyed, her mother repeats, "I told you to stop your stuttering." There is that big word again! Why does she keep interrupting her? And still Janey wonders, as a number of three-year-olds have wondered, what in the world Mother means when she tells her to stop her stuttering.

Authorities in the field of speech and hearing, including Wendell Johnson of the State University of Iowa and Charles Van Riper of Western Michigan University, believe that many youngsters within the three-to-five-year-old range are still learning to talk. Hence they simply do not have a large enough vocabulary to explain in fluent speech the exciting experiences that occur for them every day. A certain amount of hesitation and repetition must be considered normal speech behavior. The real problem is not stuttering itself but an adult's intolerance of a child's lack of fluency. If all children were permitted

to tell their stories completely they would never become stutterers, even though they might hesitate and fumble, say the authorities. But our society constantly seeks perfection. We do not condone hesitancy, even in three-year-olds.

Normal development of speech depends on allowing a child time to express what he has to say, even if he experiences some difficulty in doing so. The parent or teacher who maintains a patient and generous attitude toward growing youngsters can make an important contribution to the future fluency of their speech. Not until a child is made aware of his stuttering and taught to be anxious about it does it become a grossly handicapping condition.

## Words of un wisdom

"Stop your stuttering!" says Mother. And Big Sister may remark loftily, "You don't have to stutter like that. You only do it to get attention." The child wonders why no one seems to realize that he needs a little time to explain things, that words do not flow as readily for him as they do for others. Even if his hesitation does get attention for him, it is not necessarily the kind of attention he desires.

"Aw, come on now. Stop your stuttering!" In the drugstore the sixth-grader shifts from one foot to the other as he tries to let the druggist know what

he was sent to buy. The druggist is in a hurry; there is a long line of people waiting to be served. Impatiently, he says, "I don't have all day to wait. These people have to be waited on too, you know." And so the boy goes home without buying what he wanted to buy.

"Stop your stuttering!" echoes in the ears of the unhappy teen-age girl who has just transferred from one school to another. Nervously she stands outside the new classroom. She is well aware that she has a problem with her speech. Should she tell the teacher that she stutters? Should she just plan to avoid reciting and get her grades only on written work? If she does recite, will her classmates laugh at her? Suppose that a boy asks her for a date. Should she accept? Would he ever ask her for another if he discovered that she stutters?

"Can't you stop your stuttering?" The employer looks at the bright young man who might one day reach the top of his profession, if only he could communicate more easily with his fellow workers. The young man would like the promotion, he would like to reach the top. But these coveted prizes seem to be out of reach for him because of his particular block in communication. He can recall the suggestions that have been given to him frequently by well-meaning persons: "Slow down." "Stop and start over." "Relax." These suggestions were of no use to him, and he resented them. If such techniques could have helped him, he would have turned to them a long time ago and stopped stuttering for good and all.

All such experiences are extremely frustrating—and deeply dismaying—to the stutterer, whether he is a child or an adult. His plight might seem quite hopeless were it not for the remedial services that are available all over the country. Qualified speech therapists can be consulted in university clinics and community agencies as well as in private practice. Many school systems provide a speech therapist to work with children who stutter, and there are numerous excellent speech clinics throughout the United States. Service is given individually and in groups and for varying lengths of time. For a list of speech facilities and therapists, write to the American Speech and Hearing Association, 1001 Connecticut Avenue, N.W., Washington 6, D. C.

Members of the American Speech and Hearing Association have an important message for the mothers and fathers of small children. They want to encourage parents to give youngsters ample time to acquire fluent speech without undue pressure. Moreover, they urge parents to react favorably to a child's attempts at speech, so he will know how much he is appreciated regardless of the way he talks.

A young child often needs a great deal of assurance that he is accepted, that his family and friends approve of him. He may give evidence of this need by reacting more sharply to his lack of fluency once

he is made aware of it. Of course he doesn't stutter to gain approval, but in an effort to produce praiseworthy speech he may become tense and struggle against his speech difficulties.

Thus it may happen that a youngster's very attempts to gain approval get him into trouble. He needs to know that he needn't try so desperately. Parents and teachers are on safe ground in helping the hesitant or stuttering child if they are quick to praise him whenever approval is warranted. It is well to remember this simple rule: Don't scold a child for hesitant speech any more than you praise him for fluency.

### **Patience is the best policy**

The youngster who has already established a stuttering pattern in his speech and is having a hard time breaking it should receive encouragement and love from those around him, never looks of dismay or impatience. When he knows the answers to questions asked in the classroom, he is eager to tell them, but he wants the assurance that he can speak up without being ridiculed. And of course the stutterer has the same desire to share social experiences with his classmates as do the other children.

We, who are his public, need to learn from the stutterer what we can do to help him and what we should not do that may interfere with his progress. For example, most stutterers like to have their listeners look at them during a conversation. At times this may be a bit embarrassing for the listener, but it is still worth a try because it helps the hesitant speaker.

Then, too, a stutterer likes to have us listen to him until he has completed a sentence, even though it takes a long time and even though it is hard on us. Interrupting has just the same effect on a stutterer as it has on you or me when someone steals our punch line: It's deflating.

Finally the stutterer asks that we strike up conversations with him freely rather than avoiding such opportunities. The more often he can talk with us, the easier conversation is likely to become for both him and us.

Happily there is less ridicule of stutterers today than there has been in the past—and more understanding. Parents and teachers know that children's abilities vary. Bill may not throw a ball very well. Dorothy may not be able to run very fast. Bobby is hesitant when he talks. In fact, no child is without some difficulty, however minor. Hence there is no reason at all why a stutterer cannot look us straight in the eye and say, "Yes, I stutter. Is that so bad?"

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*Marian L. Gilmore is administrative assistant to the director of the Cleveland Hearing and Speech Center, consultant in speech and hearing, and clinical instructor in speech at Western Reserve University.*

# Our life and times

## Minding Our Business

What's the American housewife's greatest problem? Money? Entertaining? The children's homework? None of these: It's time. So report 60 per cent of the housewives participating in a recent survey by Iowa State University. A housewife's time is up for grabs by everybody: Neighbors, salesmen, repairmen, people seeking workers for good causes, telephone solicitors, delivery boys. But it's the housewife's own fault, the report asserts. She ought to take a cue from businessmen and insist that others respect her working hours instead of wasting them.

## Where There's Smoke

He smoked his first cigarette at six years of age, and was smoking like a furnace by the time he was eleven. He got the idea of smoking from seeing his parents do it. Who is he? One of a substantial number of school-age cigarette smokers, according to a survey recently conducted by health authorities in Winnipeg, Canada. The survey showed that the mother's smoking habits are particularly influential in a daughter's decision as to whether, and when, to smoke.

## Subtract Those Additives

Baby foods should, if possible, be manufactured without the addition of natural or synthetic compounds designed to preserve them, warn the U.N. Food and Agriculture Organization and the World Health Organization through an Expert Committee set up by the two bodies.

## The Submerged Third

Let's reduce the number of young people—about one-third of the school-age population—who drop out of school before graduation from high school, urges William G. Carr, executive secretary of the National Education Association. To that end, the N.E.A. is initiating an intensive study of the dropout problem. The study will also seek to determine what the role of the schools should be in serving the educational needs of out-of-school unemployed young people. The N.E.A. will collect and analyze current information about efforts to deal with the two problems. It will provide a consulting service for schools and

community agencies. It will also sponsor conferences on reading ability, motivation, work-study programs, and pupils who have recently migrated to slum neighborhoods.

## What a Relief

British Sam Hinchley may be out of work, but he isn't out of something to do. "I just can't hold down a job," explains Sam, who is on relief. "I suffer with my nerves. I found it difficult to pass the time, so I had a telephone installed. Now I can ring up friends and have a chat." Sam has found his telephone useful as well as diverting. Recently he left his five children, aged one to seven, outside the Birmingham (England) relief office as a protest because his allowance had been docked twelve shillings. When the agency sent the children home, he phoned to warn officials that there must be no more stoppages.

## No Apple for the Teacher

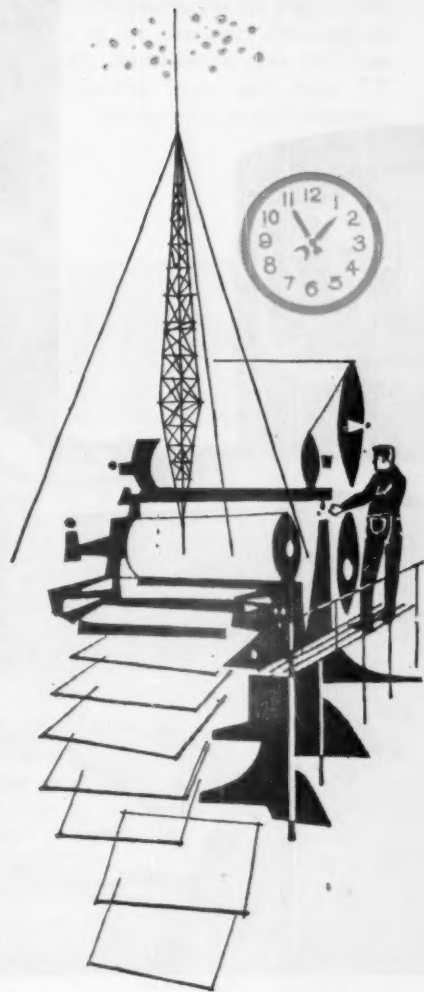
Does a pupil have to like his teacher in order to learn? No, not beyond kindergarten and the lower grades, says Finley Carpenter, assistant professor of education at the University of Michigan. High school and college students should gradually acquire the ability to learn from people they don't like. That's life, isn't it?

## Sixteen Birthday Candles for U.N.

On Tuesday, October 24, designated as United Nations Day, the U.N. will commemorate its sixteenth anniversary. President Kennedy, in his United Nations Day Proclamation, has urged all citizen groups to observe U.N. Day "by means of community programs which will demonstrate their faith in the U.N. and contribute to a better understanding of its aims, problems, and accomplishments." The United States Committee for the U.N. asks that you let them know what you do: "After your community observance of U.N. Day is over, be sure to send us (U.S. Committee for the U.N., 375 Park Avenue, New York 22) a complete report of your activities including pictures, newspaper publicity, original plays, etc. Outstanding programs will be publicized in the Committee's annual report which goes to the President and the Secretary of State."

## Come In, Cow

When boys at college these days write home for money, Mom usually responds with a lecture and cash—just as she did nearly one hundred years ago. In a letter in the University of Michigan Historical Collection, dated April 7, 1867, a mother admonishes her son, a sophomore at the University of Michigan: "It seems that my labors to impress upon your infant mind the necessity of hoisting signals of distress before you are 'hull down' have been abortive. The present available funds of the family are reduced to \$22, or thereabouts, 20 of which we send you, hoping the cow will 'come in' in a day or two and relieve us from further embarrassment. It may be two weeks before we can send you any more, so if you are contemplating matrimony—as I expect that will be your next extravagance—please hold on."







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# FCC to P.T.A.

NEWTON N. MINOW

*Chairman, Federal Communications  
Commission*

CHILDREN TODAY are spending as much time before a television set as they are before a teacher.

Think what a tremendous effect television must be having on your youngsters or your students.

But when we do think about it, we parents often are scolded about the "on-off" switch on the television set. We are told we have only ourselves to blame if our children are exposed to programs we think they shouldn't see, that it is our fault because we allowed the set to be turned on in the first place.

This kind of negative advice seems to be thrust upon us whenever we cast a critical eye on the television screen. At least it has the virtue of simplicity. By this device the problems of the airwaves are dumped in the laps of the parents. As a father I accept my obligation to mount guard occasionally at the "on-off" switch. For of course we must help our children select programs, and no parent should neglect this responsibility. But as chairman of the Federal Communications Commission I reject the argument that the parent stands alone.

Long before the days of the New Frontier, Herbert Hoover said this about the rights of an audience:

"We hear a great deal about freedom of the air; but there are two parties to freedom of the air, and to freedom of speech, for that matter. There is the speechmaker and the listener. Certainly in radio I believe in freedom for the listener. He has much less option upon what he can reject, for the other fellow is occupying his receiving set. The listener's only option is to abandon his right to use his receiver. Freedom can not mean a license to every person or corporation who wishes to broadcast his name or his wares, and thus monopolize the listener's set . . .

"The ether is a public medium, and its use must be for public benefit. The use of a radio channel is justified only if there is public benefit. The dominant element for consideration in the radio field is, and always will be, the great body of the listening public."

Despite Mr. Hoover's clear analysis years ago, the "on-off" theory continues to be advanced by those who should know better. This indicates that the



# CLOSER

## COMMUNICATION

*Speak up, please! Mr. Minow urges all people who care about the use of the airwaves. Speaking up forcefully himself, the Commissioner tells how P.T.A.'s can broadcast their own views about TV through the proper channels.*

relationship of the Federal Communications Commission to the individuals and groups vitally interested in broadcasting standards often has been fuzzy and unclear. There has been a break in the line of communication, a break we are determined to repair.

To make a start, let's get right down to cases and discuss some important actions recently taken by the FCC, some of which have kicked up a storm. They illustrate the way we are applying the concept of the public interest to specific situations. Then, I'd like to suggest ways in which the National Congress of Parents and Teachers and its local units can best help us determine the public interest.

The fundamental fact from which all else flows is that the airwaves belong to the public. They are public property, and those who use them do so as trustees for all parents and children and all other citizens.

### Liberty and licenses

The heart of the FCC's regulatory power is its authority to grant, or refuse to grant, the license that permits a radio or television station to use the public airwaves, and its authority to renew, or refuse to renew, that license. The license is granted, for a maximum period of three years, if it is in the "public interest, convenience and necessity." The public-interest guideline evolved by the FCC has been the nature of the over-all programing intended for the station—that is, the balance between the amounts of time to be devoted to such broad categories as entertainment, education, public service, and the like.

A broadcaster is allowed to operate only after he shows the FCC what he intends to do. This is his proposal. Performance may be something else again.

Over the years, some broadcasters have come to feel that the renewal of a license for another three-year period is a purely routine action on the part of

the Commission, and that the proposals made when the license was granted were only candy kisses wrapped in paper—in triplicate, of course.

But by an action taken in July on the renewal application of a radio station in Pasco, Washington, the owner of every radio and television station in the land has been put on notice that such is not the case.

The issue in the Pasco case was squarely proposal-versus-performance. In contrast to its proposals, the station had failed to devote any time at all to local live programs, to education, or to talks. And instead of the 700 commercial spot announcements it had

### The Neighbors

By George Clark



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"Is it really so important that he learn so much about reading? He's going to spend most of his life watching television."

proposed for an 84-hour broadcast week, it had put 1,631 on the air in a broadcast week only slightly longer.

The owners of the Pasco station contended that the FCC, in suggesting that the station might not be trusted with another license, was putting a new policy into effect. They said that in the past, when proposal-versus-performance was an issue, the FCC had consistently renewed the license provided that the station owner "upgraded" his proposals and gave reliable assurances that the new proposals would be seriously performed.

The Commission recognized that it was departing from past practice and that it would be fairer to put everyone on notice. So the Pasco station's license was renewed—but for only one year instead of the usual three. And the Commission did far more than this.

In its opinion, a copy of which was sent every station in the country, the FCC emphasized that from now on "a licensee cannot disregard his proposals in the hope that he will simply be permitted to 'upgrade' when called to account. He does not have the right to one year or any license period when he does not make a good faith effort to deliver on his public service proposals."

In addition the opinion called the attention of broadcasters to the FCC Statement of Policy, adopted in July 1960, under the dedicated leadership of my colleague and predecessor as chairman, Frederick W. Ford. The 1960 declaration says that "the principal ingredient of the licensee's obligation to operate his station in the public interest is the diligent, positive, and continuing effort by the licensee to discover and fulfill the tastes, needs, and desires of his community, or service area, for broadcasting service."

The policies set forth in the Pasco case will be reinforced as the result of action the FCC is taking on another front. We are in the process of adopting a new rule which will require that broadcasters provide a great deal more public information than we now are getting about programing, proposed and actual. Our basic public documents for judging proposals and performance are the application forms that must be submitted to get or renew a broadcast license. Under the new rule, the forms will be revised so that broadcasters will tell the public much more than is now required about the opportunities afforded for local expression on the station and for the presentation of controversial issues, and about the time to be devoted to such program categories as education, politics, and local news. We also intend to break new ground by asking broadcasters about the amount of time to be devoted to children's programs.

For example, we know that some of the finest hours on the networks are the informational and other public affairs programs they make available. With the new forms we will be taking the first step in dealing with the failure of stations affiliated with a network

to carry that network's public affairs programs.

We will require that each station list on its application form the amount of network programing of each type—entertainment, public affairs, children's programs, and the like—that it intends to carry. These forms are available for inspection in Washington. This kind of information in detail will enable the public better to evaluate the service of its broadcasters.

I personally believe that even our proposed new forms go only halfway, for they will fail to indicate how often a station has refused to clear air time for network public affairs programs and instead has offered an old movie. For this reason, I would ask the station to list the number of hours with time slots of network public affairs programing that were offered but refused, and the programs carried instead.

### Screening the television screen

Surely, the public is entitled to know which broadcasters consistently reject network public affairs programs and whether they reject them in the chase for ratings and dollars. The valuable grant of a license to use one of the few public television channels should go to those who provide more public service, rather than to those who put private above public interest.

The public, having been lectured about the "on-off" switch, should be told how often the switch is used where it counts—at the television station.

But the new application forms, even without the added information mentioned above, will give the public a more precise instrument for measuring performance against proposals, and for determining how well the broadcaster is serving the public interest. This, in turn, will help us in singling out those broadcasters who have been using the public's property, the airwaves, without regard for their obligation to the public.

P.T.A. members will want to know that broadcasting licenses expire by states and that ninety days before the expiration date broadcasters must publish in a local newspaper a notice of their intention to apply for renewal. The three-month period following the appearance of the notice is, of course, a strategic time for the public to review broadcasters' performances during the past three years.

Perhaps you have never seen such a notice in your local newspaper. It may have appeared on an obscure back page. But no notice is buried so deeply that alert readers cannot dig it up. Besides, anyone can write to the FCC and inquire about broadcasting expiration dates in his state.

Evidence of unsatisfactory performance by a broadcaster may call for a public hearing. Whenever possible, this hearing should be held right in the broadcaster's backyard.

Of course, a public hearing is not held on each and every license renewal. Besides its other responsibili-



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ties, the FCC must handle more than 300 broadcast renewal applications every other month. If each required an expensive, time-consuming public hearing the Commission would be paralyzed and made bankrupt by its workload. It would be unable to function.

In actual practice, a hearing is called for in those cases where there is evidence of gross irresponsibility, flouting of the public interest, and failure to heed the public's complaints. The letters we receive from people and groups who care about the use of the airwaves often determine whether or not a public hearing shall be held.

While the public hearing is the exception, rather than the rule, I can assure my fellow P.T.A.'ers that the effects of a single community hearing ripple across the entire industry. For broadcasters are extremely sensitive to public opinion, and the majority will go far more than halfway to make their stations an effective force in the community—and to avoid the stigma of a hearing.

But whether the end result is a hearing, or remedial action short of that, we want to hear from the interested public if a broadcaster misuses his privilege. We want to know if a broadcaster consistently rejects public affairs programming (or puts it on the air at 6 o'clock Sunday morning). If offensive material is carried on the air we should know its nature and the time it was broadcast. We are particularly interested in the community viewpoint as expressed by the P.T.A.-TV discussion groups, which have such a stake in what is heard or seen in the home. I would like to emphasize that we also want to hear about the broadcaster who fulfills his responsibilities. He should be supported and cheered and applauded for serving his country well.

## Rules and roles

Because I am eager that the public interest shall be effective, I have great hopes that such organizations as the National Congress of Parents and Teachers will participate in the process of policy formation by the FCC. Let me explain what I mean.

When the FCC contemplates putting a new policy into effect it issues what is technically called a "notice of proposed rule making." The proposed new policy—that of using revised application forms, for example—is set forth in detail, and public comments are sought. There is nothing the FCC does that generates more attention and scrutiny from the broadcasting industry than does rule making. The industry, of course, is directly affected and will comment often and effectively. But, then, the public is directly affected too. What we need is participation by the P.T.A. and other public-interest groups as intense as the participation by the broadcasters.

To achieve this participation there must be closer liaison between the FCC and the National Congress. It certainly is our job to notify the National Congress when changes in the rules are contemplated. And this we shall do by sending to the National Congress, as well as to other groups working on behalf of good television, a draft of all proposed new rules. I would hope that for its part the National Congress of Parents and Teachers would make participation in FCC matters part of its continuing responsibility. Certainly, here are problems requiring the best minds and the best advice: how to bring the networks within the scope of the Communications Act, what to do to encourage educational television, how to move from a twelve-channel VHF system so as to take advantage of the seventy channels in the UHF band of the spectrum, and many others.

In 1948 the Hoover Commission Report said of the FCC: "The absence of any evidence of the public's viewpoint has frequently made more difficult the Commission's task in acting in the public interest."

We are thankful to say that that statement could not be made today. To take one example, since I came to the Commission more than 6,000 letters have been sent to me about the current state of broadcasting. Some of these letters have led to correspondence between the FCC and individual stations, and almost all have been heartening in their concern for the health of this newest communication art.

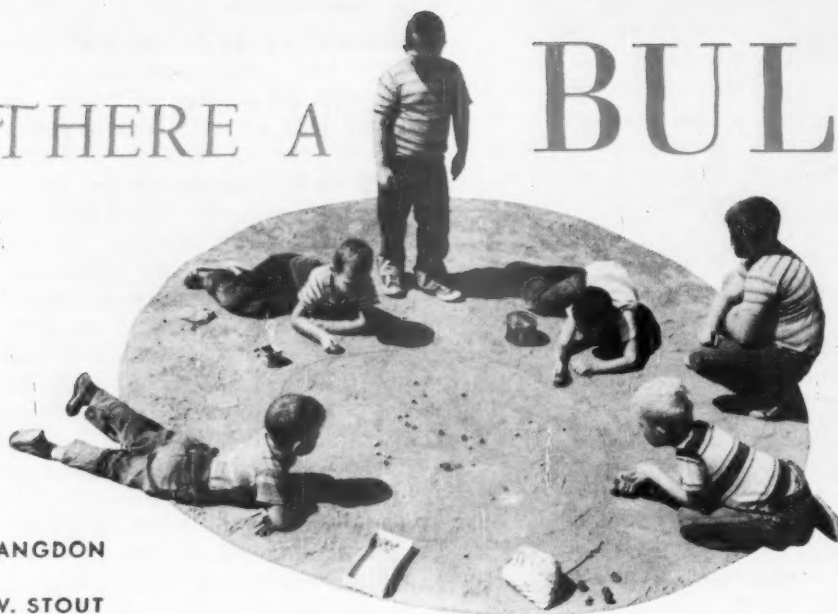
But despite this kind of response, a great deal more needs to be done. The FCC needs to develop a closer, more responsive relationship with the responsible groups that express, and make, public opinion. These groups, for their part, must give more serious study to the tasks assigned the FCC and to its limitations as well as its powers.

The open door policy is in effect, so let us work together to improve broadcasting for our country and our children.



IS THERE A

# BULLY



GRACE LANGDON  
AND  
IRVING W. STOUT

© A. Devaney

IF THERE'S A BULLY ON YOUR BLOCK, right there is a child who is wearing a mask, so to speak. He is a youngster who is dressed up in a kind of behavior that covers what he really is. What do we mean? Just this: It is natural for a child to be loving and lovable.

When a child is not friendly (and a bully definitely does not appear to be so) he is acting in a way that is not natural. He has put on behavior that covers whatever feelings of friendliness or longing for friendliness he may have. The things he does have none of the earmarks of having come out of a loving thought. They are not things to bring love to the child. Quite the opposite. The youngsters who are terrorized by the bully's threats, by his pushing them around, by his physical violence certainly do not feel much love for him. Nor do the parents whose child comes home battered and bruised—or shaken with fear even though he has outrun his threatener.

## Prowler and prey

It is amazing how one bully can strike terror in an entire neighborhood, breaking up groups that otherwise would play happily, making children fearful of venturing far from home base, keeping them uneasy even near home lest hidden danger be lurking around the corner. This is no healthy state of affairs.

What can be done about it? That depends on the kind of bully and whether he is a neighbor's child or one's own. One tends to think of him, of course, as being the neighbor's, but it's not always so. He may be one's own.

Let's take the neighbor's first. Some bullies use words as their weapon. They hurl threatening, reviling, derisive, insulting, frightening words. They make

a big noise about their prowess though not quite coming to the point of physical attack. Others strike with sticks, stones, whatever lies at hand, or even flash a switch blade knife.

With those who make physical attacks one must, of course, give one's own child immediate physical protection. It may mean having the child play near enough home so that a watchful eye can be kept on him, or enlisting the protection of an older child. Probably it will mean taking the youngster to school and calling for him. But these are only temporary measures.

One direct thing to do is to talk with the bully himself, not in a threatening, belligerent way but in a kindly, friendly fashion, remembering that here is a child who needs help.

Thinking of him as if he were one's own child brings the feeling of tenderness that the child so greatly needs, and the words that one utters will carry the feeling. The aim is to help the child to see that he can make the other children like him instead of dislike him. One can even suggest specific ways of doing this such as showing the others how to make something or play a new game that they would enjoy.

A bully often actually does not know how to play with others or how to be friendly with them. The mother of ten-year-old Justin, who was being bullied, invited the bully in to share snacks. She said he acted like a scared rabbit, and she was sure it was the first time he had ever had a warm, cordial contact. There were more invitations, with other children brought in, and friendships were formed that have changed that child's whole life.

It often takes patient effort to get near enough



# ON YOUR BLOCK?

*Stand up to a bully? Retreat before  
his browbeating? Turn the  
other cheek? What tactics  
should we teach our children? What  
ones should we parents use?*

to the bully to do this sort of thing, for such a child is quick to take to his heels when an adult comes near, dreading the disapproval he is used to.

Sometimes the bullying is done under cover and goes on for quite a time before the parents of the victims know about it. Bullies who work in this way often intimidate their victims with threats of what will happen if they tell their parents.

This was the case with nine-year-old Edwin. The first his father and mother knew of any bullying was after they began to miss money. All signs pointed to Edwin. They were puzzled because he had an ample allowance. Besides he had never been a child to pick up things not belonging to him. It was only by patient, loving questioning that they found out what was happening. A twelve-year-old named Dan was exacting tribute not only from him but from other children, who like Edwin were afraid to tell.

What did his parents do? They talked with the other parents whose children were involved. Together some of them went to Dan's parents. They made it clear that they wanted to see the extortion stopped not only for the sake of their own children but for Dan's sake. They were kind and friendly, assuming that the parents of the bullying youngster would feel as they would in a similar position.

They did not stop there. They talked with the children's teachers. Finally, with everyone working together, things got straightened out. The forthright thing always is to go to the bully's parents, not with fire in your eye but calmly, making it clear that you want your child free from bullying. When parents in a neighborhood work together, all the children benefit. It is wise to turn also to teachers for help.

A teacher has the child where she can talk with him. She is in a position not only to help him but to help the other children to help him. With her skill in understanding children she can more surely

than anyone else put her finger on the reason the child acts as he does. She is the one with easiest access to his parents. She knows the special facilities at school for helping children, and if guidance counseling is indicated she can arrange for it.

Often the teacher is the one who can bring together the parents of the bully and the bullied. She can take the lead as no one else can in helping everyone feel free to talk things over.

## Reversal of roles

A bully is always a child who does not know how to get along with others in a happy, useful way. That suggests trying to replace the bullying with another kind of relationship. This was done with an eleven-year-old who pushed the little youngsters in the neighborhood, both literally and figuratively. He was the only boy of his age among them, big and strong and always challenging the younger ones to wrestle. When they did he roughed them up. When they refused he chased and threatened them and usually caught them and made them suffer.

One of the dads got the idea that maybe things would be different if the bigger boy were given a legitimate way of maintaining his superiority. He asked him how he would like to teach the younger children the ins and outs of wrestling. That did it. Not all at once, but eventually. The younger children were understandably dubious. But the dad whose idea it was supervised the lessons until he felt reasonably sure that the big boy could be trusted.

It may seem from these illustrations that bullies are always boys. Not so. There are girl bullies too. While they tend generally to be a little more subtle than the boys, the bullying effect is the same. They slyly kick, scratch, or pinch, all the while looking guiltless of all intent to do anything unpleasant.

They say mean things when alone with the child they want to bully, though appearing to be friendly when others are around. Then they threaten dire calamities if the bullied child reports that they are ever anything but friendly.

They threaten to repeat little things the child has said or done, thus scaring the youngster into thinking that the threatener has the power to make others dislike him. Often they exact tribute with such threats as "If you don't give me that I'll tell that you did thus and so," even though the child may never have done any such thing.

Sometimes they are openly violent—pushing, shoving, punching in the ribs, throwing sticks and stones like any boy. Whether their tactics be subtle or open, girl bullies are just as terrifying to their victims as the masculine variety.

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An article in the 1961-62 study program on the school-age child.

## Defense for the diffident

The child who is the victim of bullying needs help in knowing how to meet it. Mother and Dad cannot always be at hand to protect. If they are, he gets put down as a sissy. He has to learn what to do when he is on his own. Besides a child often can handle the situation more effectively than the adult if he is helped to see how to do it.

The child who can offer the bully genuine friendliness may find that friendliness is accepted quickly and the whole picture changes. There is sound reason to expect it when one remembers that the bully is a lonely child with other children shunning him and parents disapproving of him. Even though the bully may seem to get a sadistic pleasure out of hurting, he still is a child who wants love and needs love. The child who is helped to show friendliness and kindness is not only benefiting the other child but learning to express qualities that will aid him in his human relationships always.

Parents who teach their children to trust in a divine power and tell them Bible stories may point out that the boy David was able to face the giant Goliath, the biggest bully of them all, with fearlessness because he believed God would protect him. Children are quick to lay hold on the thought of God as ever present with them. If this is the way you believe, it will be natural to give your child this kind of help. The youngster who has enough inner sureness to stand his ground with a confident, "I'm not afraid of you," is likely to find his tormentor slinking away before his courage. Bullying is cowardly, and when it meets courage it usually knows it has met its master.

In one neighborhood where a bully was making life miserable, parents told their youngsters to band together in their own defense. They did. It was agreed that if one were attacked he was to let out a whoop and all within hearing would come running. It took only a few whoops for the bully to realize he was outnumbered.

One thing to be watchful about is telling a child to "fight if you have to and show that you can't be pushed around." Some youngsters can't do it. Their fear is too great. When they feel they have to, the fear of fighting is added to the fear of the bully. That makes the burden doubly heavy.

The thing is to help your youngster to do what *he* can do in the situation where *he* is. Each child is different. Each bully is different. Each situation is different. Whatever the trouble is, talk it over with your child. Don't brush it off with, "Oh, I wouldn't be afraid of him (or her)." If the child is afraid, then he needs your help in knowing how to deal with both the fear and the bully.

Now supposing the bully is your own child, what then? First of all, face up to it. Then try to understand how the child is feeling inside.

Does he have any reason to feel so dominated that it makes him in turn want to dominate others? In his play as a little child was he bullied by a bigger one, and is he now taking on the same pattern? Is it possible that severity of punishment makes him want to hurt someone else as he has been hurt? Is he taking this way to try to make himself feel big and important? What reason may he have for feeling the need for being big and important? Why does he want power so much that he takes this way to get it? Is there anything in his life that makes him feel little and insignificant and unimportant? These are questions to ask oneself.

Remember we said that bullying is a mask. Underneath is a child who for some reason is unsure, afraid, wanting love but not knowing how to get it, striking out at something that he resents or does not understand or that threatens him, though he does not know what it is. An unhappy child? Yes.

## Focus on friendliness

Once you have made sure that anything in home life that would frighten or intimidate the youngster has cleared away, then turn thought to helping him be a friend instead of an enemy. Get into words that it is more comfortable to be a friend than a foe. Give specific ways for doing it. Describe the ways of acting that other children do like and those they do not. Don't let a child flounder around alone in taking on new ways of doing.

Help the youngster to build on his strong points. This is helping him to put confidence in place of fears. Encourage him. Approve every little effort that he makes to act like a pleasant, social person. Be watchful not to bully him into not being a bully. Does that sound paradoxical? It is not. In the very effort to "make" a child do what one wants him to do, bullying often goes on all unwittingly. Parents can be bullies too.

It is important to help a child, before bullying ever rears its head, to know how to get along with others in a free and easy, give and take sort of way; to know how to make friends and to be a friend; to feel so confident within himself that it comes natural to be generous, loving, understanding. Such a child will never be a bully. If he meets a bully, friendliness may soften the bully's aggressiveness.

In short, if there is a bully on your block, think of him as a child who needs help, whether he (or she) is your own or another's. Be ready with help. It may be the means of turning that child toward the useful, happy living that we wish for every child.

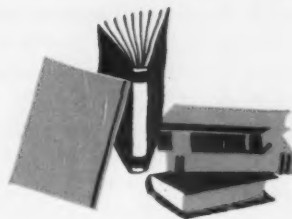
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*Grace Langdon is a noted child development consultant; Irving W. Stout, dean of the graduate college, Arizona State University. They are co-authors of the popular column Today's Children and many books including Bringing Up Children.*



# WHAT'S HAPPENING

# IN



# Education?

• I read in the papers that Denver plans to start a program of teaching reading in kindergarten. Our own school system insists that reading should not be started until the first grade—and even then only with children who are ready to read. Is this the view held elsewhere?  
—Mrs. J. T. S.

The Denver program is an experiment. Its results may affect changes in practices elsewhere.

The best and most current statement on what should be done with reading in the kindergarten appears in *Contemporary Issues in Elementary Education*. (Available from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C., for 35 cents.) After extensive consultation with authorities the Educational Policies Commission says:

Research on the teaching of reading shows that some children gain from an early start. Others who start early, however, do not in the long run progress so rapidly in reading or develop so great a liking for it as do children who begin reading later. Still others are not ready to learn to read even in the first grade. Thus, it is not wise policy to teach all kindergarten children to read.

The claim of reading to a place in the kindergarten must be assessed in terms of the individual child's ability to profit from reading instruction. It must be assessed also in terms of the relationship of reading to the role which the kindergarten is peculiarly adapted to fill.

The kindergarten is designed for five-year-olds. Its central purpose is to help the young child adapt to school. . . . It helps him gain independence and social maturity. It works through activities appropriate to a school setting, but adapted to the immaturity and restlessness of the young.

If the kindergarten function is not accomplished before the first grade, the necessary adjustments must be sought in the first grade, taking the teacher's time and attention from other matters, including the teaching of reading.

. . . Development of the desire and readiness to read in all children is a proper function of the kindergarten, for this contributes to its central purpose. Reading or interest in reading is already a part of the lives of many five-year-olds. These children should be encouraged to develop and deepen their reading skill. Their very presence in the kindergarten may produce in other children the desire to read, and desire to read is a good beginning for acquiring the skill. But the teaching of reading to children who are neither physically nor emotionally ready for it may create frustration which will inhibit later learning.

If the above reads like a "no but" statement to you it does to me also. Educators need to realize what parents already know—that Johnny is a different boy, in some respects, from his grandfather when Grandpappy was five. Words in large type surround Johnny on all sides. He sees big words on the cereal package; he sees the same words in the supermarket and on the television. He sees words on signs when he goes out in the car. Has his reading readiness been advanced? Denver thinks perhaps it has.

• Why did federal aid to education fail in Congress this year?

One could answer: politics and pressure groups. That would be a correct answer but not the real, root reason. The real reason for "No bill" lies in the failure of the United States to decide what it wants education to do for the nation. Only three times in our entire history have we spoken in a clear, single, determined voice on this subject.

In the years preceding the Civil War we decided that a boy or girl from a poor family had the right to go to college. That decision became the law that fostered land grant colleges signed by Abraham Lincoln. It led to establishment of state universities in every state.

In the quarter century preceding World War I, we held a national debate on whether we needed better trained farmers and mechanics. We decided that these were essential to the national interest. Responding to this united decision, Congress in 1917 passed the Smith-Hughes Law. This gave us a strong nation-wide program of vocational education.

The third national decision did not come from Congress; it came from the Supreme Court: school desegregation. Because this decision comes from our highest legal authority and not from consensus reached through Congress, it will take more than a generation for it to be truly implemented.

A few years ago—after Sputnik—we almost reached another national decision, namely, to strengthen edu-



cation in science, mathematics, and languages and to send more able youth to college. Congress voted some funds. Results already begin to be evident in improved science and math courses, language laboratories, and the like. Looked at nationally, the net gain has been pretty puny and slow of realization.

When you examine the reasons advanced by those for and against federal aid, what do you find?

Some opposed it for cost reasons—taxes. Others opposed it for fear somehow federal aid would speed up desegregation. Still others opposed it because no money for operating expenses would go to parochial schools. Educators and citizens in the “federally impacted areas” were cool because they are already getting about \$300,000,000 annually for their particular needs.

Teachers, through the N.E.A., were for it if it raised teacher salaries. Some citizens favored the legislation because they couldn’t get money from local and state sources for new and much needed schools.

All valid reasons. But self-interest reasons. Still lacking is a universally accepted reason for strong education that will create a United States strong enough to stand toe to toe to the Russians.

The Russians long ago learned the lesson we have yet to learn. First they defined their national purposes: outdistance the U.S. in production, outcreate the U.S. in science, wipe out religion, win the world to communism. To attain these goals they carefully shaped their school program from nursery school to old age.

Our nation does not lack for aims: greater productivity, strong national defense, democratic responsibility, to mention only a few. But we have not said that these aims are so vital that they must be implemented by a nation-wide educational program for which the whole nation pays money. Through our Congress we have said to date that our selfish aims are more important than national aims. Until we make up our collective minds that in these days of peril national aims must be placed above personal bias, Congress will never vote for federal aid.

It used to be said that England’s victories were won on the playing fields of Eton. Let us resolve that history will not record that the United States was lost at the ballot boxes of local school elections.

- *We have a new school board that is determined to improve our school system. What are some of the innovations we should be thinking about?*

—Mrs. J. R. K.

A very large order! Worth investigation are the following trends:

*Lengthening the school day and week:* New Jersey has reopened its doors on Saturday mornings for selected students who wish to take advanced courses in English, biology, and chemistry. Alexandria, Virginia, added ten min-

utes to the high school day and fifteen minutes to classroom periods. This gives them five periods each lasting seventy-two minutes. How was this accomplished? By doing away with study hall. The study hall, bane of both teachers and students, seems on its way out all across the country. West Covina, California, added another period (a seventh) for its more capable pupils. Rock Island (Illinois) High School found time for an advanced biology course in the noon lunch hour. Certain Long Island high schools offer special optional programs in faster reading at noon. Very popular with students.

*Courses in note-taking:* The competition to get into college and stay in college spurs many a change. Valley Stream, Long Island, and Tyler, Texas, are among school systems introducing courses in note-taking. Laredo, Texas, added instruction in “how to study.” This seems a logical step when college deans report that many students who do well on examinations stagger badly when they take the lecture-intensive reading programs of college.

*Reading development:* There are always new plans to lick this problem. New York City reports initial success with the application of programmed learning techniques to teach seriously retarded seventh graders. Eureka, California, is experimenting with a program of individualized reading. Some educators predict the early disappearance of graded readers in the elementary schools.

*Science and mathematics:* Considering the stress put on these subjects by Congress through the U.S. Office of Education, it is not surprising to witness rapid change in these fields. New science equipment, bought with NDEA funds, is coming into the schools. Thus Parkersburg, West Virginia, and Parma, Ohio, have new planetariums. Visalia, California, has dedicated an observatory, built by students with funds raised by the senior class. Mount Vernon, New York, students will use a new homemade booklet on the arithmetic of flying, a product of its Space Age Curriculum Committee. Across the Hudson, the town of Irvington will teach forestry and biology in its 123-acre outdoor education center.

San Angelo, Texas, is using programmed materials for teaching mathematics. A number of schools are introducing the so-called “new mathematics,” mentioned previously in this department. Union County, New Jersey, retrained teachers who this year are introducing the “new” math in elementary and junior high grades.

*Languages:* In Arlington, Massachusetts, sixth-graders will be learning French in a large automobile trailer equipped by Harvard University as a language laboratory. Upper Darby, Pennsylvania, has installed language laboratories in two junior high schools. In Texas, the town of McAllen is going electronics one better by inaugurating a living language laboratory. McAllen students go to Monterrey, Mexico, to brush up on Spanish, while Monterrey students come to McAllen to perfect their English.

Change is the watchword everywhere. Why not experiment in team teaching? Why not look into the trend toward ungraded primary classes? Why not investigate the school-within-a-school idea being introduced to keep students from becoming “lost” in our large high schools? With the world on the move, schools too must tread new paths.

—WILLIAM D. BOUTWELL



## Design for Peace

A world-wide competition for designs for posters has been announced by Unesco in Paris. The posters are to express an appeal for international understanding and cooperation. Since the posters may be distributed all over the world, no text should be included. Any symbols used must be universally understood and not associated with only one people or culture. Adults over eighteen years of age can compete. They should submit their designs (only one to a contestant) to their country's National Commission for Unesco, which will forward the best entries to Unesco Headquarters in Paris before February 28, 1962. An international jury will award three prizes of \$1,000, \$500, and \$300 respectively. Each contestant must agree to cede reproduction rights to Unesco if he receives a prize. With the design a contestant should supply the following information in a sealed envelope: full name, age, nationality, occupation, and permanent address.

## Toward Freedom

How far have women advanced toward emancipation? Some of the answers are spelled out in a documentary film, *Les Distances à Franchir* (The Distance Yet To Be Crossed), financed by the French Ministry of Education. The film is intended for adult audiences and for senior pupils in secondary schools. It traces the history of woman's emancipation, mainly from the beginning of the twentieth century to the present day. It also depicts some of the problems faced by working women today and shows how a young woman can tackle them in a constructive way. The scenario is based on a survey carried out among a large number of working women.

## A Message of Hope

A gleaming white ship is roaming the seas, a ship with the well-deserved name of Hope. It is a hospital ship, fully equipped and staffed with American doctors, nurses, technicians, and supplies. It is carrying medical care and medical training to the parts of the world that need it most. Many segments of our society banded together to make the good ship Hope a reality—the drug industry, labor unions, medical and dental societies, petroleum companies, and thousands of individual citizens. It visits only countries from which invitations have been extended by the local doctors. It is the first of a planned fleet of mercy ships that will help prove to the world that Americans do care about what happens in the less fortunate parts of the world.

## Year's Harvest

What will become of the contributions of \$4,500,000 made during the World Refugee Year of 1960 to Unesco and the United Nations Relief and Works Agency? Some of it will be spent to launch a new program of education and vocational training for young Arab refugees in the Middle East. The refugees have been unable to find jobs because, in the countries in which they are living, only skilled workers can ordinarily become self-supporting. Now new vocational training centers will be set up in Jordan, Syria, and Lebanon. Because the living conditions of refugee children are unsatisfactory, all of the centers will be operated as boarding schools. When the program is in full operation, 2,500 young refugees will be prepared each year for promising careers. Another part of the money will



establish university scholarships for refugees. Still other funds will provide loans to help refugees become self-supporting.

## The Mayflower Sets a New Course

"We're not going to turn out gentlemen here. The moment we all become gentlemen, this country is dead." So says forceful Tai Solarin, teacher and founder of the Mayflower School in Nigeria. Mr. Solarin's aim at Mayflower is to get away from the old British ideal of aristocratic education, which dominated Nigerian schools under colonialism. Instead, he trains young people to contribute to the growth of their newly independent country. The school was named with our own Pilgrim Fathers in mind. To develop a healthy respect for manual labor, Mayflower expects its students to clean their living quarters, mow the grass, serve themselves at meals, wash their own dishes, and cut their own (not each other's) hair. Independent thinking and self-expression are encouraged by weekly debates and by writing for an uninhibited student publication, *The Winslow*—named after a printer who sailed to America on the Mayflower.

## Tidal Trap

Which one of the great sources of energy in the world is still virtually untapped? The tides. For many years scientists have dreamed of putting the gigantic "breathing" of the ocean to work for man's benefit. And now at last the problem has been solved. Last year construction began on the world's first tide-driven electric power plant, at the mouth of the Rance River, near St. Malo, in Brittany, France. It is scheduled for completion in the spring of 1966. At that time a battery of water-driven turbogenerators will begin producing about 544 million kilowatt-hours of electricity each year for industry and domestic use.

## Evaluation of TV Programs

### The Queen Is in the Kitchen. All networks.

Never heard of a series with this title? That's not surprising, because we made it up. You see, we've viewed—as you have—such a lot of domestic farces, and we've found them—as you have—all so very much alike, that it didn't seem fair to pick out a particular one to pin this evaluation on. Especially as the pin might prick a little. So, for *The Queen Is in the Kitchen*, substitute the title of just about any so-called "domestic comedy" your family is exposed to. We think you'll find it fits with only minor alterations.

Looking for a half hour of light entertainment? You'll scarcely find anything lighter than *The Queen Is in the Kitchen*. Yet an army of insubstantial shows like this seems to be delicately edging the westerns off the center of our screens. It's a movement from savagery to silliness that leaves us as far as ever from sense.

They may well live in row houses, these pallid people in the domestic comedy set. The family is a matriarchy, the mother governing with an iron hand gloved in an attitude of amused tolerance. Perfectly groomed, petite, piquant, and petulant, she floats with the greatest of ease through family crises and kitchen chores. (Kitchen tasks, it seems, are the only kind of housework that ever needs doing in TV dream houses. Sponsors appear to be fascinated by togetherness over the kitchen sink.)

The Queen often makes mistakes, but she never learns. Each new situation is approached with the same flippant complacency. The muddle-headed family, including the cipher who goes by the name of Dad, usually come meekly to heel.

Forced whimsy is the keynote of the plot. The situations are ridiculous, the solutions even more so. Dialogue and plot are glib, trite, and hollow. Such silly stuff could only have been conceived, one might think, by writers with a thoroughgoing contempt for the American home and family. Occasionally there is a heavy-handed attempt at seriousness, but this leads to travesty rather than tragedy: The mother is too effortful and grim, the father too solemn and helpless.

Over-all, this is a lighthearted series about lightheaded people—a program to be lightly dismissed.

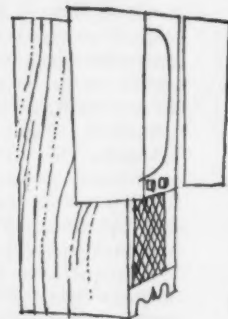
### Expedition. ABC.

*Expedition* was a worthwhile program last year, and we are glad to welcome it back to our screens this fall. We recall with pleasure how seriously, yet entertainingly, it introduced us last year to a Russian whale hunt, Venezuelan wilds along the banks of the Orinoco, researchers probing the problem of pain in a hospital, undersea life viewed from undersea, archaeological diggings in the Queen of Sheba's city, a parade of penguins on their home ground, and other unusual scenes.

Every third week the network relinquished the time spot to its affiliated stations for presentations of local interest. Some of these productions rivaled the parent show, as you will agree if you saw the selected films which were rerun during the past summer.

A half hour is too little time for undistorted treatment of such subjects as *Expedition* has attempted. Even with twice as many minutes, the show could not hope to reach beyond the superficial. The fact remains that this series

# TIME



# TELEVISION

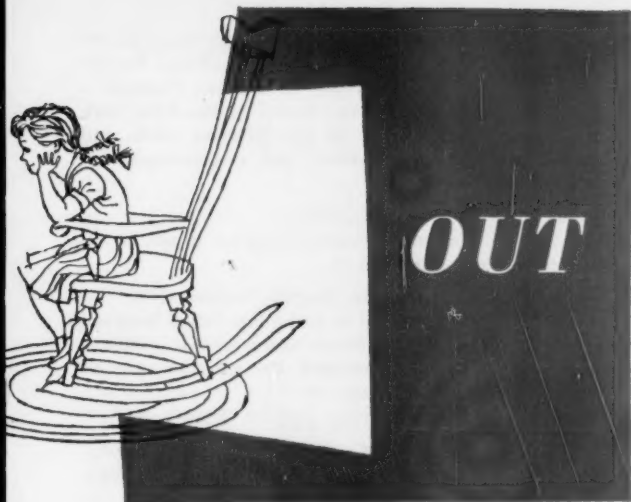
## A FAMILY GUIDE FOR

can awaken abiding interests that will lead to real study and investigation. Even when this doesn't happen, a half hour spent watching the program is entertaining and stimulating, a useful pick-me-up after hours of narcotizing cartoons, domestic comedies, and private eyes (or shut-eyes). Better still, each program makes the viewer a little more keenly aware, a little more thoughtfully appreciative, of the wondrous complexity and vast resources of our world.

### Honeymooners. Syndicated.

This thing keeps cropping up in one time spot or another, apparently whenever a broadcaster has nothing to offer the audience. Of all the raucous, irritating, ridiculous, pointless, shoddy, vacuous shows on record this one deserves the Empty Award. What a shame that the very considerable talents of two such actors as Jackie Gleason and Art Carney should be wasted on this trash!

And what kind of cheap set is that to represent an American living-room—a rough table and a couple of chairs looking as if they came out of an abandoned barracks, and beyond that nothing but empty walls? This is where people live who have time and money for bowling and club activities and visiting with the neighbors? The other traps and trappings are equally barren and incredible—characters, situations, dialogue, humor (the unfunny kind), and everybody's dreadful manners. This crude effort belongs to an earlier age of civilization and



# VISION

## BETTER VIEWING

of the screen, maybe just before the *Keystone Cops* and the *Perils of Pauline*.

If some of the domestic comedies make us wonder "Is this gracious living?" *Honeymooners* raises the question, "Is this living? Gracious!"

### Medic. Syndicated.

This series presents one of the more heroic faces of adventure—that of the struggle of physicians to conquer illness and pain. Each episode is built around a case illustrating a disease or injury and its treatment, or around some important medical discovery. It's an interesting way to convey information, though it involves some danger that a young viewer may picture a doctor's life as glamorous rather than laborious. The hero exemplifies the noblest ideals of the medical profession. Far better that a child take such a character for a model than that he turn to some sadistic western and hitch his wagon to a shooting star.

### Mr. Wizard. NBC.

This program is not happily named, but it is an excellent program. Its subject is not sleight-of-hand but a boy's introduction to the world of science through simple demonstrations and talks by an adult friend. Along with the audience, the two inquirers explore the theory of bridges, how plants respond to water and light, how scientists track down air and ocean currents, how heat is

transmitted, the meaning of gravity, how feedback works in the nervous system, and many other fascinating questions. The teacher skillfully guides his pupil to use knowledge already gained in order to understand new experience, so the boy is learning to think and not merely memorizing facts. This program is outstanding both as an introduction to science and as a demonstration of how to teach.

### G-E College Bowl. CBS.

You too can be a contestant as you match your alertness in recalling information against that of the bright boys and girls whose quick-moving minds seem almost to glitter visibly on the screen. Watching, one can sense in the contestants the joy of using information neatly stored away in a well-ordered mind. Here one can witness the difficulty and the reward of mental effort. Here one becomes aware of the new premium America is placing on prime intellectual quality. The viewer looks and listens and wonders how such gay and well-groomed people could know so much.

But minds are not just storehouses: They are factories. We need to create ideas, not just file them. We need to learn to think, not just recall. And the questions put to the young people on this program offer precious little opportunity for the active, as contrasted with the passive, use of knowledge. For that, we need some "why" questions—not just who's and when's and where's. We need the cut and thrust of disagreement, the flash of a daring hypothesis, the whips of indignation and rebellion.

Is there any objection to a program like *College Bowl* that is built around purely passive knowledge? Yes. Such a program may make us think this kind of knowledge more important than it is. It is not enough that we should amass knowledge: We need to build on it with thought and action. It is not enough if our youth give us back complacently the answers we taught them in our own complacency. We look to youth for new answers—answers that will arouse and electrify us and prod us into action. Where's the *College Bowl* whose participants will really bowl us over?

### Rebel. ABC.

Ex-Confederate soldier Johnny Yuma seems a gentle, almost diffident lad, quite unrecognizable as the tough customer celebrated in the show's theme song. As he wanders about the West he's chiefly concerned with persuading a little boy not to shoot it out, or inducing townspeople to make friends with an old Indian, or even attending a deserted wife who's about to have a baby in a desolate shack. One gets the impression that if people try to interfere with these good works, Johnny may draw a gun on them, but that he'd really rather not.

The Rebel's humanitarian functions are a bit too easily and regularly successful to be very convincing, but at least amateur missionary work is better than mass murder. This is one western that does not specialize in brutality. You may find it's even more relaxing than the usual barrage of shotgun shells.

### Riverboat. Syndicated.

One of the unhappier events of the new season is the threatened return of this unsavory show. Unless *Riverboat* has charted a new course this season, it will again carry a repellent cargo of desperate men, calculating women, greed, trickery, violence, and lust. Last year we were delighted to find that NBC had dropped this cargo overboard into the muddy waters where it belongs. What ghoulish aquanauts can have had the stomach to dredge it up again?



## Bright Prospect

There are said to be no new westerns on the air or even in outer space headed in our direction. But there are thirteen black battlepieces still hanging on the screen. (Par was 36 or thereabouts.)

*Captain Kangaroo.* CBS.

This beloved program (see *The PTA Magazine* for September 1959) will be expanded from forty-five minutes to a full hour six days a week, beginning October 2.

*Update.* NBC.

A new program for high school and junior high school students. Began September 16.

*American Newsstand.* ABC.

A new daytime program specifically directed at the young. Begins October 2.

1, 2, 3—Go (we had the title wrong last month). NBC.

A chance for children to explore the world with a ten-year-old boy and his grownup guide. Begins October 8.

*College of the Air.* CBS.

This educational program and college course (see *The PTA Magazine* for September 1961) began September 25 with the first lecture in the series *The New Biology*.

*Calendar.* CBS.

A half-hour daytime program of news, information, and interviews, to be broadcast each weekday morning. In this brief period CBS promises to encompass history, economics, science, literature, theater, screen, radio, television, music, dance, travel, the arts, fashion, vacations, jobs, cost of living, home and community organizations, medicine, marriage and children, education, manners and customs, and the use of leisure. At least we are not told that these are to be "studies-in-depth." The programmers are aware that women make up a large share of the daytime audience, and promise not to treat them "as though they are a peculiar subspecies of the human race." We should think not, with practically the entire content of human knowledge to be assimilated in two hours and a half a week.

*Bell Telephone Hour.* NBC.

This program promises to ring the bell this year with the American Ballet Theater; folk-singer Harry Belafonte; the new prima ballerina of Milan's famed La Scala, Carla Fracci; and other attractions. On October 13 we shall hear opera tenor Jan Peerce and the new Metropolitan Opera star, Gianna d'Angelo. On October 27, *Trio* will bring us classical and popular singers and dancers.

*Saturday Night at the Movies.* NBC.

The first network motion picture program. Some good ones are scheduled: *The Snows of Kilimanjaro*; *The Garden of Evil*; *What Price Glory*; *The Desert Fox*; *Cheaper by the Dozen*; *Titanic*. Began September 23.

*Mrs. G. Goes to College.* CBS.

A new comedy series about a matronly widow who enrolls in college as a freshman. It is to be hoped that this program will rise far above the usual campus capers. There is support for this hope in the participation of two distinguished comedy stars, Gertrude Berg and Sir Cedric Hardwicke.

*Robert Herridge Theater.* Syndicated.

This fine series has not found a sponsor or a network, but is appearing on many stations as a syndicated production. If the first show is a fair sample, we shall have here one of the finest programs on the air.

*Du Pont Show of the Week.* NBC.

Scheduled for October and later: a program about Ernest Hemingway, an exploration of America's affinity for the automobile, a musical biography of Florenz Ziegfeld, a documentary on the emergency squad of the New York Police Department, another on an airplane crash, and programs about toys, the circus, and counter-espionage work in World War II.

*Eisenhower on the Presidency.* CBS.

A series of informal conversations to be broadcast on *CBS Reports*. Begins October 12.

*The Power and the Glory.* by Graham Greene. CBS.

It has wisely been decided to make this David Susskind special a two-hour rather than a ninety-minute performance, as was previously announced. The program stars Sir Laurence Olivier. October 24.

*The Dispossessed.* by Saul Levitt. CBS.

The first (instead of *That's Where the Town Is Going!* as was previously announced) of the six original Westinghouse productions. This is a courtroom drama about the American Indians' fight to gain full citizenship rights. October 24.

## Dark Prospect

There isn't going to be a *Discovery* at ABC this fall. ABC affiliates couldn't or wouldn't find time for what promised to be a splendid program for children (see *The PTA Magazine* for September 1961). And no sponsor would take on the show with so few stations carrying it. A poor substitute: the last half hour of *American Bandstand*.

## Sentence Summaries

FOR COMPLETE REVIEWS, SEE THE ISSUE INDICATED

*Asphalt Jungle.* ABC. A brutal show with some excellent acting in it. September.

*Candid Camera.* CBS. A series that can stand on its own firm tripod has no need to scream for a celebrity, and convert an amusing visual stunt into commonplace TV chitchat. June.

*Face the Nation.* CBS. A civilized program for civilized people who like combat confined to the intellectual arena. June.

*Harrigan & Son.* ABC. For sound information on the legal profession, go elsewhere. For entertainment, you'll find the law firm of Harrigan & Son notches above the TV average. June.

*The Islanders.* ABC. Exotic? We find it merely exhausting. June.

*The Nation's Future.* NBC. In this all too short half hour, we've been dazzled by debates that range from sparkling to fiery (not to mention a few duds). September.

*Outlaws.* NBC. Some luckless youngsters sit enthralled before the fatal box half hour after brutalized half hour, reveling in the cruelty and corruption of this and similar shows and learning the Great Untruth. September.

*Pip the Piper.* NBC.\* Small children are delighted with the droll clowning, the funny songs and dances, and the simple games. A show as rollicking as its title—but what hard hearted NBC official can be responsible for those ads? June.

*Police shows in general.* See *Outlaws*, September.

*Rocky and His Friends.* ABC. Like the announcer, we can sincerely express our gratitude to all the people, real and imaginary, who "make this show impossible." We only wish these helpful individuals would do the same for the commercials. June.

*Silents Please.* ABC. The chief reason they please is the intelligent commentary. September.

*Victory at Sea.* NBC. History conscientiously recorded and faithfully interpreted. September.

*Westerns in general.* See *Outlaws*, September.

*William Tell.* Syndicated. No theme, however sublime, can save plots that are ridiculous. September.

\*Earlier we attributed this program by error to another network.

# THE FAMILY WHO NEVER HAD Roller Skates\*

HILDEGARD WOODWARD

IT WAS SPRINGTIME IN THE CITY. The hand organs were playing the Bella Bocca Polka and everyone was roller-skating. People whirled gaily along the sidewalks and through the park, in and out, in and out. Sometimes they fell on their elbows and often their feet flew up in the air.

This was quite long ago, before anyone knew about automobiles. The park was full of horses and carriages and some people scorched along on high-wheeled bicycles. But roller-skating was new and quite the thing. Yet, sad as it may seem, Emma, Alice, and Louise Pettingill had never had roller skates.

"You would break your legs," said Pa-pa Pettingill.

"Dear me, yes," said Ma-ma Pettingill.

"Little ladies should not muss and tear their petticoats," said Cousin Margaret Pettingill.

So Emma, Alice, and Louise Pettingill just stood at the parlor window and gazed at the people skimming along through the park. They were quiet, good little girls who always did what they were told. Dreams of roller skates rolled through their heads but they said nothing; they just sighed sadly and stood at the parlor window in their stiff petticoats, quietly humming the Bella Bocca Polka.

When Cousin Margaret Pettingill took them for their walk in the park she never seemed to notice that everyone was roller-skating. When they went downtown shopping she didn't even seem to notice that the window of the Empire Emporium was just full of beautiful, gleaming roller skates of all sizes. Emma, Alice, and Louise gazed longingly at them but it did no good. Cousin Margaret Pettingill walked right ahead, bent on buying yards and yards of lace for petticoat frills.

"Why don't you roller-slate?"

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called Polly Polhemus as she whirled around them on one foot. "See what fun it is."

Emma, Alice, and Louise had nothing to say. They just plodded along home in their button boots, looking very proper but feeling quite unhappy.

The three little girls grew sadder and quieter day by day. They didn't even care to eat. Their legs grew thinner and their cheeks grew paler, but the Pettingill petticoats were always freshly starched and never torn.

Pa-pa Pettingill was far too busy at business to notice their plight. He dashed out of the house every morning and when he slowly climbed the brown front steps at night, he never even looked up from his evening paper.

One day, however, something happened. Pa-pa Pettingill forgot to get an evening paper. So when he came down the street to his house he did notice Emma, Alice, and Louise standing at the parlor window gazing out at the park. They looked so thin and sad that it quite wrung his heart. In fact, he was so shocked that he flew up the brownstone steps in quite a state and started shouting in the front hall at Ma-ma Pettingill.

"What is the meaning of this? Our daughters look ill. We must get tonics and pills and medicines! They must be cured at once!"

"Yes, my dear," said Ma-ma Pettingill. "I'll send Peter for Doctor Martin tomorrow."

"Send for him immediately," roared Pa-pa Pettingill.

Emma, Alice, and Louise became frightened and paler than ever but still they didn't say anything at all. The whole family waited in the parlor while Peter Onderdouw, the coachman, hitched the horse and drove around to tell Doctor Martin, and Pa-pa Pettingill paced the parlor floor impatiently.

Finally after an hour or two Doctor Martin came, medicine bag in hand.

Emma, Alice, and Louise began to

tremble with fear while Doctor Martin listened to their hearts and took their temperatures and looked at their tongues. Then, humming the Bella Bocca Polka, he threw his things back in his bag.

"Pills! Tonics! Nonsense!" he cried.

"Perhaps they should be put to bed with flannel on their chests and keep out the air," said Cousin Margaret Pettingill.

"Yes," said Ma-ma Pettingill, "the spring air is so dangerous."

"Nonsense," roared Doctor Martin, "they must have fresh air and plenty of it. Flannel, indeed! Get out their roller skates and send them to the park."

"But we have no roller skates," murmured Emma, Alice, and Louise.

"What, no roller skates!" he shouted. "I am astounded!"

"Oh!" said Pa-pa Pettingill.

"Oh!" said Ma-ma Pettingill.

"So very unladylike," murmured Cousin Margaret Pettingill.

"Ridiculous!" said Doctor Martin, "everyone is roller-skating. Send out for some at once."

The next day Peter Onderdouw hitched up and drove Pa-pa Pettingill around to the Empire Emporium where he himself bought three pairs of the shiniest, most wonderful roller skates with wooden wheels that whirled like anything.

So Emma, Alice, and Louise began to roller-slate. They fell on their noses; their feet flew up in the air. Their petticoats grew mussed and torn but their cheeks grew rosy. Soon there were no finer roller skaters in the whole park than Emma, Alice, and Louise Pettingill.

Then Pa-pa and Ma-ma and Cousin Margaret Pettingill stood proudly watching from the parlor window.

"I have half a mind to try it one day myself," said Pa-pa Pettingill.

"Dear me," said Ma-ma Pettingill.

"Goodness gracious! What next!" exclaimed Cousin Margaret Pettingill, but, very softly, she began to hum the Bella Bocca Polka.

# Children



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THE SNOW WAS OFF THE GROUND, but no grass had yet poked up its head in four-year-old Chris's yard. "Is it near enough to summer to take an outdoors somersault?" he asked me, inspecting the sodden lawn. At about the same age he overheard his father speak about putting in an asparagus bed as a favor to a relative. He showed such curiosity about it that he was finally taken to see the completed bed. "Is Aunt Esther going to sleep in it?" he asked, in dismay.

Such unexpected peeks into a young mind are one of the great charms of a child's conversation, once speech has become a ready tool for him. Every mother can call to mind amusing instances of her children's confusion over the many unexplained objects, experiences, and phrases that constantly thrust themselves into the light. Comical as these seem to an adult, they represent a child's efforts to hitch together items that seem to belong with one another, though they often turn out not to. His two and two, whether words or happenings, make five or three as often as they add up to four.

While experience is the soil in

which thought is developed, much of a child's explanation of the world around him comes out of his own reflection on what he sees or hears, independent of what he may be told. Many a child has firmly believed that trees make the wind, and has felt sadly disappointed when, as he grew older, a more reasonable explanation dawned upon him.

Such primitive notions of cause and effect are at the bottom of much of the superstition that still plagues mankind. Each child, even now, goes through naive attempts to interpret seemingly related phenomena. The boy who called out, "Now I can tie my shoelaces in a bowl!" on the morning of his fifth birthday believed sincerely in the ability that he expected would arrive with the magic age of five.

Comical misunderstandings pop up every day. Four-year-old Anne, when I inquired her new cat's name, replied "Alex Cat." Puzzled, I asked her if someone named Alex had given her the pet. "No," she insisted, a hint impatiently. "Alex Cat is his name!" Then I tumbled. "Alley cat!" The term didn't make sense to Anne,

and so that wasn't what she had heard.

Even the pictures in *Mother Goose* can be mystifying, especially if they are drawn to reflect the antiquity of the jingle. A three-year-old who loved to repeat the verse about Dr. Foster (he who went to Gloucester in a shower of rain) always had to ask about the good doctor's long coat tails that, in the illustration, flew out behind him when he stepped into the puddle. No doctor *he* knew wore anything like that!

## Sweet mystery of life

Although it's impossible not to be amused by the hilarious results of little children's primitive thinking, we mustn't laugh at the children themselves. It's one thing to appreciate the humor in a child's misconceptions, and quite another to abash him or make him look ridiculous. Quoting a child's funny remarks in his hearing may so embarrass him that from then on he will keep his questions, or his conclusions, to himself.

The questioning that starts as soon as a child can halfway express himself gives us one kind of glimpse into



*What do they think of it all? It's the  
business of parents to find out,  
and to see that children's ability  
to think grows as straight  
and strong as their bodies.*

# Think—

MARION L. FAEGRE

## *But How?*

his developing powers of thought. How his mind laps up what he sees, hears, tastes, touches, smells! He savors each experience, brings up elements of it for us to translate. There are so many puzzling things in what we read to a child, what he sees on TV, what he overhears!

A mother, absorbed in her many household tasks, with a child at her heels, may not always be a sympathetic answerer of questions. But she can do much to help that child make his new experiences a part of him. The material is everywhere—on trips to market, to the zoo, to the road- or bridge-building project. (It is there in all the questions he asks: "How does the water get into the faucets, Mommy?" "Why doesn't the snow make any noise when it comes down?") Her replies—or the questions with which she beckons the questioner into more thinking and feeling—can lead in any direction she wants to take.

Sparks of intelligent self-confidence need to be fanned, not quenched. To answer "You're too young to understand" is to enrage and humiliate one who is honestly curious. Give him as

much of the full answer as he can understand, respectfully and seriously. Simple explanations don't come easy—but what are parents for?

The eager curiosity of children, their readiness to pounce on anything new to them, means that they are eternally on the edge of trouble. This hunger to know leads to daring, with possibly bothersome aftermaths. And making safe exploration available is a responsibility that lots of parents shy away from. Yet the more varied a child's experience, the greater the riches he stores up for future use. To try out what it feels like to look down from a ladder, to squidge the mud with bare toes after a rain, to have the fun of planting the candles in the birthday cake's soft frosting—all these are material for thinking.

How a child takes part in conversation with us is another index of what is going on in his mind—how he reasons, what he believes. Notice his growing ability to detect the absurd. If a two-year-old were told "An automobile can run just as well on two wheels as on four," he might swallow the nonsense. But by the age of three

the same child would look at you quizzically if you took him by the hand and said, "Come on, let's go to the barbershop and buy some cookies."

An articulate child will come up with surprisingly thoughtful observations of inconsistencies, as did three-year-old Joshua. He stopped short before a Plymouth Rock hen, displayed (for some reason) in a glass case mostly devoted to exotic and colorful wild fowl. "I wonder why they put a *chicken* in here," he remarked acutely.

Riddles, the meat and drink of elementary school-age children, are beyond the reach of the preschooler, unless the reader-aloud does some careful explaining. Perennials like "Old Mother Twitchit has but one eye, and a long tail which she lets fly" or "Two legs sat upon three legs, with one leg in his lap" oblige one to tell about old times and old customs

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**An article in the 1961-62  
study program  
on the preschool child.**

—just as in reading about Beatrix Potter's long-loved Peter Rabbit and Jeremy Fisher we must make clear what gooseberry nets and mackintoshes are.

Children come to learn that no matter how well supplied they may be with the thinking equipment of words, other tools are necessary—the quickening tools of sight and hearing. Val and I were playing hunt-the-thimble one day. She sat there with her eyes screwed shut, her forehead in her hands—a “Thinker” incarnate. “But it’s in plain sight,” I said. “I know, but I’m thinking where it might be,” was the calm reply. (At nursery school, I surmised, she may have been advised to “think” what to do next.) In the game, as in so much of everyday life, she needed powers of perception as well as powers of thought.

### Playing for profit

Early experience and stimulation are very important in the development of a child's social behavior, as many studies have shown. Parents would probably agree that playmates and play materials should provide for growth in thinking ability. And yet they don't always concern themselves to see that play yields what it could. Suppose a neighbor's three-year-old begins hitting his playmates with the blocks they are using to build a house. A grownup may send him home abruptly, with harsh words, thus depriving him of a chance to find his own way out of the difficulty—probably with some energetic assistance from his mates. Working their own way out when beset by problems reinforces youngsters' belief in themselves as able individuals. But if the methods of a particular child get too rough, it's likely he'll be sat on promptly.

Of course this way of handling the problems of a group of three or four children assumes the presence of an adult in the background, ready to step in if the scene demands intervention. But the times when a mother has to help smooth the learning process are rarer than one might think. Maybe such a time will come when “taking turns” at a swing, a shovel, or a tricycle is in question. If each child gets his promised turn rather soon and if the toys that are in great demand are really shared,

there will be an increasing tendency to wait peacefully for fairness. The ability to wait grows with experience.

They do pay off—those sympathetic efforts at understanding young children and filling their need for experiences that will help them to “get bigger” (that prized estate!) in mind and body. I recently glimpsed the constructive thought of a six-year-old whose parents have tried to encourage independent learning. We were strolling through some museum rooms where miniature dioramas of American Indians were set into the walls. These tiny models of Indian families were fascinatingly shown—their homes, their artifacts, the preparation of their food, the way they carried their babies. One diorama showed a stout rectangular lodge, instead of a group of tepees. This was obviously a permanent home, not lightly constructed, to be bundled up and carried from place to place when the search for food called its makers elsewhere. “What do you suppose these people used for food?” I asked Beth. “They haven't planted any corn. Their men don't seem to have bows and arrows to hunt deer.”

Beth studied the long building, backed by trees beyond the sandy seashore. Without more than a few moments' hesitation she announced “Fish!” She had really thought this out, for there were no nets in evidence, no equipment at hand other than canoes. All that remained to tell her was that fish were indeed the dietary mainstay of the Haida Indians she was looking at.

The preschool years are a wonderful time to start the lifelong process of reasoning. What use then can we make of this never-to-be-recaptured opportunity?

For one thing, we can provide a wide variety in the experiences a child enjoys and profits by. We can see that he gets plenty of satisfying play with other children, so that he learns to get along with others—a step toward the worldwide thinking for which children of today have to be prepared.

We can be sympathetically aware of the immensity of a child's task as he strives to understand the confusing world around him. We can stand ready to give explanations, to answer questions, to listen, so that we'll be on the alert to fill new needs. Read-

ing to a child, conversing with him—but not prodding him into moving at a pace beyond his strength—will not only add to his knowledge but help to clarify what he puzzles over in sessions of silent thought.

We can help children learn to think with facts, teach them the thrill of searching for information and finding it. The preschool period is not too soon to teach a child that one has to suspend judgment and weigh evidence. In so doing we lay the foundation for thinking straight and clearly and humanely.

We can give a child freedom to figure things out for himself, to learn to think constructively. We are just beginning to understand the breadth and depth of a child's ability to think. Of course children's thinking is bound to be primitive. Yet every parent knows that children show astonishing flashes of insight. They are capable of listening attentively to ideas far beyond their grasp, of holding to them with a persistence that belies conventional ideas about a child's attention span. A child may return again and again to a difficult idea until he works himself into it with genuine understanding. We have begun to reexamine even the time-honored idea that it is best not to teach a child to read before he enters school.

Not only are we ourselves living these days in a world unlike any we have known before: Our children too are living in a world unknown to earlier generations. They speak matter-of-factly of rockets, satellites, and computers. Some can tell you the distance you'd have to cover if you traveled from Earth to Venus, or what the difficulties would be in establishing a colony on the moon. Not only is man soaring into space these days; the imagination both of men and of children is soaring to greater heights than ever before. It is vital that our minds soar with our imaginations, that the wings of fancy be powered with sober thought. For the sake of our children and of the world, it is a partnership that cannot be formed too soon.

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*Marion L. Faegre, former Children's Bureau consultant in parent education, wrote The Adolescent in Your Family and other fine pamphlets for adults and young people.*

# FOOD FACTS

SO MUCH ATTENTION has been directed to the subject of diet that many notions and absurdities are being accepted by persons who have heard a little about vitamins, minerals, protein, calories, and so on, but have not obtained the "straight" information.

Our food supply in the United States is now the best we have ever had. Protection of our food by industry and by law has set a standard for several decades, and the foods available in our markets are as attractive and as flavorful as one could find anywhere. Of course, these achievements should not make us complacent. There is always room for improvement—but not via the food faddist and the food quack.

The sincere food faddist is usually a person excessively concerned with health and inadequately informed about dietary facts and principles. The food quack is a cynical promoter, often handsome and always plausible, engaging, of a self-possessed, pleasing personality and great sales ability, but devoid of ethics or conscience.

You have heard about some of the misconceptions below from food faddists or food quacks.

## Aluminum Poisoning

There has been a great furor about the danger of getting aluminum poisoning from aluminum cooking utensils. But vast numbers of experimental observations have failed to show that there is any harm in such utensils.

The aluminum taken into the body is converted into insoluble compounds, which are eliminated without being absorbed and apparently without doing any damage.

## Cereals

Bran is the hull of grain. It is removed in milling—the process by which white flour and refined meal are produced. Bran is a good source of iron and thiamine (vitamin B<sub>1</sub>). It also supplies bulk.

Wheat germ is the "heart" of the wheat grain. It

\*Timely Cautions from the Department of Food and Drugs, American Medical Association.

and

# Fallacies\*



© H. Armstrong Roberts

is rich in many of the B vitamins, iron, and protein. Weight for weight it supplies more calories than most other wheat cereals because of its high fat content.

Whole grains, bran, and wheat germ are good foods and may be useful for those whose digestive apparatus is not irritated by them. However, they are not wonder foods and are not essential to all diets.

## Diet—Cause or Cure of Arthritis?

The claim that you can eat your way to arthritis and eat your way out again is ridiculous. Extensive research has failed to show that the absence or presence of any food or vitamin will either cause or cure any form of arthritis.

## Highly Fortified Milk

Fortification of the general milk supply with minerals and vitamins other than vitamin D is not desirable because these nutrients are not lacking in the



## Food Facts and Fallacies

American diet and because the fortifying of milk generally means an advance in price.

A wider consumption of milk would improve the public health, so we should make available the best quality of milk at low cost.

### "De-starched" Potato Chips Do Have Calories

It is not possible to remove all the starch in potatoes, so the term "de-starched" is not accurate. So-called "de-starched" or "low-calorie" potato chips still have calories because of the remaining starch and even more because of the fat used in frying the chips, which contributes more calories than the starch does.

### Must a Pregnant Woman Eat for Two?

During pregnancy a woman must supply proteins, minerals, vitamins, and other nutrients for herself and the developing fetus.

The requirements for most nutrients increase about 30 per cent for the fourth, fifth, and sixth months and about 50 per cent for the seventh, eighth, and ninth months. The need for calories, however, increases only about 10 per cent in the second three months and another 10 per cent in the last three months.

Obviously, then, the future Mom need not sit at the table and "eat for two."

### Foods from Depleted Soil

Claims that chemical fertilizers are devitalizing our soil and thus producing a food supply of low nutritive value are entirely unfounded. The quality of the soil on which food is grown has little effect on the quality of the crop. It does have a very definite effect on the quantity, however.

### Yogurt

Yogurt is a cultured milk—usually whole milk evaporated to two thirds of its original volume—that can be eaten with a spoon. It has the same nutritive value as the milk from which it is made. Ordinary commercial yogurt has about the same calorie, vitamin, and calcium content as regular whole fluid milk. Its chief value is as a source of milk for people who will not consume milk in other forms. It is expensive, but many like the taste.

### Fasting

Fasting in various forms is advised by food faddists and physical culturists. Some recommend periodic fasts of several days, some fasts of one day a week. Others suggest eating one meal a day.

Fasting is not a wholesome way to reduce the total amount of food taken. It disturbs bodily functions and may have serious consequences, especially if carried to extremes by overenthusiastic persons.

Some people seem to get along without harm on one meal a day, and almost anyone can do so once in a while. If dietary needs are met, the number of meals and the time at which they are eaten are of very little importance. But as a regular practice, a person accustomed to dividing the daily food intake into three parts will hardly find one meal a day to be satisfying. Moreover, it is hard to crowd all the essential nutrients the body needs into one meal because of the small quantity of food involved.

### Iodine

Iodine is an essential constituent of the body and is necessary in small amounts in the diet. Hence there has grown up a tremendous traffic in seaweed, usually sold as "kelp" and often combined with malt, vitamins, and trace minerals. Acquiring iodine in this manner is entirely needless; for some persons it may be harmful.

The best sources of iodine are iodized salt and sea foods, including deep-sea fish, oysters, shellfish, and others. In a few localities the soil contains sufficient iodine to produce vegetables containing all the iodine needed by the body.

### Grape Diets

The grape, because of its romantic association with song, story, legend, and history, is valued by the uncritical far beyond its true worth as a dietary constituent. In its time the grape, disguised as a raisin, has served as a popular but largely ineffective means of supplying iron. Grape juice has been exploited as a means of reducing body fat on a very slender basis of fact—that fats must be burned in the body in the presence of sugar. While this is perfectly true, grape juice has no special virtue as a source of sugar.

The food value in the grape is largely sugar. One small bunch of grapes supplies 96 calories; a scant half cup of the juice, 100 calories. How easy it would be to add several hundred unneeded calories to the diet by a grape juice "reducing" diet! The vitamin and mineral values in the grape are very slight indeed, as is its content of tartaric acid.

The grape is a delightful table decoration, a useful addition to a fruit salad or fruit gelatin, and a fine dessert all by itself.

### Raw Foods

Raw foods are among the dearest loves of the food faddist, who, dietetically speaking, would like to convert the human being into a grazing animal—forgetting that those animals have quite different digestive equipment from human beings.

A certain percentage of raw foods, especially fruits and vegetables, is desirable, but most common foods that are customarily served cooked are not only more palatable in that form but more easily digested and less irritating to the digestive tract.

#### Salt

You can hear all kinds of tales about what salt will do to you if you don't watch out. Once it was believed to be injurious to the blood vessels, and it has been accused of injuring the kidneys.

The truth is that salt is necessary to maintain the proper balance of constituents in the blood, tissue fluids, and cells. In hot weather, when salt is lost through perspiration, loss of salt may bring about heat exhaustion. A normal person who eats too much salt gets rid of it through the kidneys, but this is no sign that salt injures the kidneys.

Except for persons with poor circulation, edema, or other cause for which a physician may restrict the salt intake, there is not much danger of eating too much salt.

#### Capsule Foods

There is a flourishing business in capsules that supposedly contain vitamins and minerals necessary to health. In some instances claims are made that specific minerals will influence the personality of the user, giving charm, vitality, sex appeal, and similar desirable qualities. Some of these capsules have been shown to contain nothing more than sugar or milk. Even if their content is as claimed they are totally unnecessary and therefore needlessly expensive.

All the required nutrients are supplied by a variety of foods, including milk, whole-grain cereals, fruits, vegetables, sea foods, and meat. For a limited number of patients who really need special-purpose foods, perhaps in condensed form, there are legitimate preparations that can be prescribed by their physicians.

#### "Natural Foods"

This is a phrase that has both a correct and an incorrect use. In its correct sense the term means foods as they occur in nature. Some natural foods are not fit to eat without preparation, since parts of them do not taste good or are unwholesome. Thus cooking is necessary to soften the fiber of certain natural foods to make them more readily digestible. Other foods—especially nuts, fruits, and vegetables—may often be eaten just as they are without preparation other than peeling, removing the husks, or possibly only careful washing. Every diet should contain a certain percentage of these natural foods, for they are rich in vitamins and minerals.

The term *natural foods* has been abused by food faddists who go to extremes in condemning processed foods such as white flour, milled cereals, canned foods, and even pasteurized milk.

It is quite possible to include in the diet a reasonable percentage of natural foods, as properly defined, without becoming obsessed with delusions fostered by food faddists.

#### Reducing Diets

The trouble with most reducing diets is that they deprive the body of necessary nutrition. They are especially likely to be deficient in protein foods, such as meat, fish, eggs, cottage cheese, and milk. If they are of the type that rely on one or two foodstuffs—such as the egg diet, the lamb-chop-and-pineapple diet, or the banana-and-skim-milk diet—they may be deficient in vitamins and minerals, besides being so monotonous that it is difficult to adhere to them.

A person can lose weight if he follows these diets. However, almost invariably he will regain this lost weight when he returns to his normal diet.

A safe and really effective reducing diet is always planned to be similar to a normal diet, consisting of a variety of common foods. These foods are carefully chosen to provide fewer calories than the body uses so that body fat must be burned. At the same time, a safe reducing diet provides an adequate supply of all essential nutrients.

#### Brain Foods

Fish, nutmeg, and other foods have been designated by some faddists as brain foods. There is no such thing as a brain food, any more than there is a little-toe food or a left-ear food. An adequate diet nourishes all the tissues of the body.

#### Pasteurization

Pasteurized milk has been condemned by some food faddists as "dead milk."

Pasteurizing milk does not significantly alter its nutritive value. Some vitamin C is lost, but since raw milk does not provide much vitamin C, this loss is of no importance.

There is not the slightest doubt of the great public health benefits derived from widespread pasteurization of milk. Those who oppose pasteurization are merely refusing to accept well-documented scientific evidence.

#### Dangers of Food Fads

Why all the fuss about food fads and fallacies? Because there are real dangers in them.

Essential nutrients may be lacking in the fad diet. Malnutrition could result. Children, especially, following a fad may not get the nutrients they need for proper growth and development. Then, medical attention needed for a serious ailment may be delayed while a food quack or faddist attempts to treat the condition. Finally, faddish foods and treatment are always expensive.

CITY-WIDE  
DISCUSSION IN  
CINCINNATI.....

# A Parent Education Program

ANNA HAYES COOPER

and

HELEN L. WEBSTER

"'MOMMY, what would you do if I stuck this knife in your back?' an eight-year-old asked a friend of mine."

"What did the mother say?"

"'Why, I'd bleed,' she said calmly. 'What did you think I would do?'"

As the group laughed appreciatively at this quick-witted response, a school principal remarked, "That shows you have to know when *not* to take a child's questions too seriously."

A teacher chimed in eagerly, "That's just what I meant when I said we have to determine whether a youngster is asking a question simply to get attention or because he really wants to know."

"But if we are to foster the inquiring mind, what attitude should parents and teachers take toward children's questions?" the discussion leader asked.

The group of twenty parents, teachers, school administrators, and interested members of the community pondered the question. They were just one of thirty such groups gathered in classrooms at Walnut Hills High School in Cincinnati on the evening of February 1, 1960. The topic for discussion was "Preparing Our Children and Youth for the Scientific Age." The occasion was the fifth annual home-school workshop sponsored by the Cincinnati public schools and our two councils of Parent-Teacher Associations, one composed of elementary school units, the other of high school P.T.A.'s.

Culminating each year in this city-wide project, study-discussion programs in Cincinnati flourish un-

der council leadership, with the sanction and support of the school administration and the state department of education. Trained lay leaders for P.T.A. discussion groups on child development and home-school relations are provided through a lay leadership training program. This program was initiated jointly eight years ago by the Council of Elementary School P.T.A.'s, the Cincinnati public schools, and the Ohio State Department of Education.

## Learning To Lead

The leadership training program is conducted by a supervisor in parent-teacher relationships in the Cincinnati school system. Participants, selected by their P.T.A.'s, meet for two-hour sessions twice a month from October to April. Under the supervisor's guidance they study and practice discussion techniques. They learn a good deal about Cincinnati schools and how to find out more about them later. They also receive information about community agencies, especially those which can supply resource persons for small groups that have no funds to pay for such assistance. And, of course, major purposes of the program are to provide prospective leaders with basic information about the development of normal children and to promote understanding between home and school.

Publications used in the course include *The PTA Magazine*, *New Hope for Audiences*, and other care-





The home-school workshop committee planning the annual workshop—high point of the parent-education program sponsored by the Cincinnati public schools and the P.T.A. councils.

fully selected materials. Their cost is covered by a small registration fee paid by the local unit for its representatives in the program.

Each person who takes the course is expected to lead a discussion group in her own unit the following year, during which in-service help is provided through a follow-up, advanced program. The new leaders, meeting once a month with the supervisor of parent-teacher relationships, receive additional information—for example, on program materials, including new films, pamphlets, and books. They discuss their on-the-job problems and exchange ideas and experiences. It is exciting indeed to sit in on one of their meetings and learn what is being done in parent education throughout the city.

In many ways the annual home-school workshop is the highlight of the year's study-discussion programs. It is a demonstration of the methods used in the local unit discussion groups and a splendid example of home-school cooperation. It not only sparks interest in study-discussion groups among parents but also stimulates teaching and administrative personnel to encourage the organization of groups in schools that have not previously had them. In addition to these benefits, the workshop provides the only opportunity in the year when parents and teachers from all over the city can meet face to face to discuss common concerns.

The project is an arduous but wonderfully satisfying enterprise, involving large numbers of people

and close teamwork between school personnel and parent members of the P.T.A. Co-chairmen are the parent education chairman of the Council of Elementary School P.T.A.'s and the supervisor of parent-teacher relationships in the Cincinnati schools. Their planning committee includes the associate superintendent of schools, the director of adult education, and the presidents, vice-presidents, and program chairmen of the two councils.

The smooth functioning of the workshop depends on many committees—arrangements, art, coatroom, dinner, display, Founders Day (the workshop usually takes place in February), invitations, hospitality, information, program and tickets, and publicity. The work of these committees in assuring a successful dinner meeting is familiar to P.T.A. members. However, there are three additional committees whose functions are distinctive to this meeting. All three share responsibility for assuring profitable discussion and lively participation by parents, school personnel, and community representatives.

### **Groundwork for Group Discussion**

The committee on leaders and recorders has the task of providing a qualified discussion leader and competent recorder for each of the discussion groups in the workshop. It tries also to maintain a reasonable balance between professional and lay people se-

lected for these important jobs. For half the groups the discussion leader is a professional person and the recorder a layman. For the other half the roles are reversed. The professional people include teachers, principals, supervisors, and other members of the school staff. The lay leaders are council board members and others who have had lay leadership training.

The intricate, time-consuming, important job of handling reservations and setting up balanced discussion groups is the assignment of the reservations committee. Invitations are apportioned equally among parents and school staffs. On his reservation, each person indicates the school level he is particularly interested in—elementary, junior high, or senior high—so that he can be assigned to a group on that level. Groups are set up so that each one has roughly equal numbers of parents and teachers, as well as representation from various areas of the city.

Guests include presidents of nearby area councils, officers of the Ohio Congress, and members of the Cincinnati Board of Education. Also invited are representatives from the Red Feather agencies. Since these agencies provide resource persons for P.T.A. discussion groups, they are familiar with the parent and family life education programs published in *The PTA Magazine*, and they welcome the opportunity to participate in the city-wide discussion project.

Good questions are the key to good discussion. Our third special committee therefore is a committee to formulate discussion questions. The purpose of the questions, as the group leaders are informed, is not to limit discussion but to keep it moving briskly in all the groups within a framework pertinent to the topic. This committee, like the others, is a lay-professional one. After determining the general area of discussion the lay and professional workers separate to prepare questions independently. When they come together to combine and edit their work, it has always been surprising to discover how similar their questions are. The differences are usually in words, not ideas.

## Timely Topic

For the 1960 workshop our discussion topic came from the article "Youth Prepares for the Scientific Age," by Evelyn Millis Duvall, in the April 1959 issue of *The PTA Magazine*. Our discussion question committee based its questions on the article and study-discussion guide. It was our good fortune to have Dr. Duvall accept our invitation to be the keynote speaker.

We started off at four o'clock with a general assembly, at which Dr. Duvall's stirring address generated keen interest in our topic and stimulated the thinking of the seven hundred workshop participants. Dinner was followed by lively, profitable group discussion for two hours. At nine o'clock, through the hard work of a committee on information, the findings of the groups were assembled and presented in a brilliant summary by a news analyst from Cincinnati Station WKRC-TV. Thus our fifth annual workshop came to a satisfying close, with increased understanding of the challenge of preparing children and youth for the scientific age and with increased appreciation of the values of home-school cooperation and group discussion. Now we look forward to our sixth city-wide discussion program.

Parent education has long been recognized as the most effective means for achieving the Objects of the parent-teacher organization. But successful parent education programs, we know, require organized effort, trained leadership, and professional help. We in Cincinnati are fortunate in possessing all three. They enable us to provide more study-discussion groups and programs each year to assure that in "The Eventful Drama of Growing Up" our children will have an able supporting cast of parents and teachers.

*Anna Hayes Cooper is the associate supervisor of parent-teacher relationships in the Cincinnati Public Schools. Helen L. Webster is the parent education chairman of the Cincinnati Council of Elementary School Parent-Teacher Associations.*

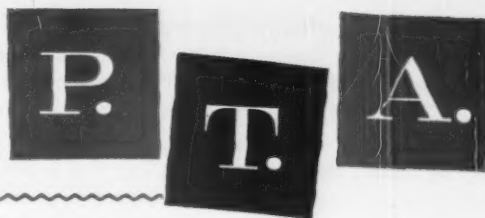
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## Save and Serve

Over the past twenty years P.T.A. members have been thrift builders for the upcoming generation of Americans by supporting the School Savings program sponsored by the United States Treasury. Says William H. Neal, national director of the Treasury's U.S. Savings Bonds Division: "Of even more importance than the \$2 billion saved since 1941 is the habit of thrift that the school program has instilled in millions of young Americans. This is a patriotic and practical service to the future of our country that P.T.A. members can be truly proud of."

# Keeping Pace

with the



## *Shelving a Problem*

As yet the local school system of Rexburg, Idaho, has been unable to provide its boys and girls with a guidance counselor. Hence youngsters planning their high school courses and their education beyond high school can get no professional counseling on the all-important problem of choosing a career.

The P.T.A. of Rexburg's Madison High School and Junior High School can't wave a wand and create a guidance counselor out of thin air, but it has undertaken a continuing project to help supply students with vocational information. The high point of the project last year was an open meeting at which students and their parents heard several prominent professional persons discuss their respective fields. For example, a doctor talked about careers in medicine; a dean of education, the teaching profession; an engineer, opportunities in his field.

Then the P.T.A. compiled a shelfful of pamphlets and folders on careers for the school library. The shelf has now been extended to include a set of publications describing several hundred occupations and listing the qualifications for each. These much needed and greatly appreciated contributions were presented, as we see in the photograph, by the following P.T.A. leaders: Standing, left to right, Mrs. O. D. Hoffman, Dr. O. D. Hoffman, Mrs. Darwin Hilton; seated, left to right, Mrs. Lyle Smith, John Hasley, Hal Barton, and Mrs. Frank Webster.



## *Preschool Packets*

What more can we do to prepare preschool children for their entry into public school? That question led to a highly effective program conceived and carried out last year by the P.T.A. and the administrators of Union Free School District, Valley Stream, New York. For several years the schools had had spring "visitation days," when next year's kindergartners attended regular kindergarten sessions—with excellent results. In the words of one principal, Maurice E. St. Mary of Forest Road School, "There was an almost complete lack of crying and wailing by new kindergartners the first few days of school."

But because the children of well-informed parents seemed to do better at school, the preschool P.T.A.'s and the school staffs decided to compile a packet of materials that would initiate parents into their youngster's first school experiences. Accordingly a packet was prepared including reading lists of materials on children's growth and learning (among them, articles from *The PTA Magazine*), pamphlets and leaflets on reading readiness and speech, and letters of greeting from the district principal, the board of education, and the P.T.A.

The packet was sent to all parents of three-year-olds in the district. The reaction was gratifying, typified by one parent's note: "I feel that we who are the parents of preschool children in this district are indeed privileged to receive this packet. I have read all of it very carefully and feel that . . . it is very worthwhile."

## *Clear Road Ahead*

"College: A Grade-School Decision," the title of an article that appeared in *The PTA Magazine* a few years back, might have been the theme of a project conducted by the Cove P.T.A. in Weirton, West Virginia, for seventh- and eighth-graders. At a meeting held especially for these youngsters, Cove P.T.A. members pointed out to them that now was the time to decide on a college education. The speakers stressed the practical advantages of college training, comparing the average lifetime earnings of eighth-grade, high school, and college graduates. They passed around copies of a booklet, *Learning Is Your Business*, published by the National Education Asso-



ciation, to help students plan wisely both their schoolwork and their future educational careers. Although the results of the project won't be evident for some years, the *West Virginia Parent-Teacher* commends it warmly with the observation, "The students can't say we didn't tell them in time."

### *Teacher's Big Helpers*

Two years ago five P.T.A. officers and Principal Bernard J. McCormick of the Taylor Allderdice High School P.T.A., Pittsburgh, Pennsylvania, worked out a practical way in which the unit could help the school. They called it their Paraprofessional Program. Ten mothers take over the study halls for three English teachers, relieving each for one period five hours a week. This leaves the teachers free for student conferences, play production, programming, and marking papers. Mr. McCormick first held an orientation meeting with the mothers, showing them how to make out posters, check the roll, and in general manage the study hour.

The P.T.A. mothers also help with field trips for seventh- and eighth-graders. Formerly three teachers had to be removed from other duties for this function, but now two parents and one teacher go on each trip. These Taylor Allderdice P.T.A. members are really helping to give their youngsters a better education.

### *Early American Prints*

Preparedness is a watchword to the Fairwood School P.T.A., Berea, Ohio. That is why the unit asked the Berea Police Department to cooperate in a fingerprinting experiment. With P.T.A. members' help, the police record a print for each finger of both hands for all children. The child's name, address, phone number, grade, and basic physical characteristics go down on the record too. The prints are filed away for use in a possible emergency. They are not to be used for criminal matters.

### *Open Minds Toward Closed Circuits*

What is classroom television like? This question seemed a compelling one to Mrs. Fred H. Rudy, secretary, Paxtonia Elementary School, Harrisburg, Pennsylvania, after she had read "The Promise of Classroom Television" in the November 1960 issue of *The PTA Magazine*. So she decided to visit a studio at Hagerstown, Maryland, where closed-circuit television programs for schools are filmed. Studio and school officials explained how the operation works: TV teachers plan programs and lessons with classroom teachers. All studio teachers' lessons are checked by an instruction supervisor. Each TV lesson

consists of a preparation period conducted by the classroom teacher, a presentation on the TV screen by a studio teacher, and a follow-up by the classroom teacher.

When Mrs. Rudy reported to her parent education group about her visit to the studio, everyone was greatly interested, and the subject of classroom television was thoroughly discussed. Through this meeting the P.T.A. was able to stimulate the interest of local school administrators and to obtain closed-circuit programs for the schools of Lower Paxton Township.

### *Seaworthy Craft*

Art, no less than music, speaks a common language understood around the world. And by exchanging their own works of art P.T.A. members in Seattle, Washington, and in Kobe, Japan (Seattle's sister city), recently had a chance to communicate with one another unhampered by language barriers. More than a hundred Seattle P.T.A. artists contributed drawings, paintings, sculpture, and craftwork for their part of this international project. A similar traveling exhibit was prepared by Japanese P.T.A.'s in Kobe, and the two shipments crossed the Pacific along with an invisible cargo of friendship.

### *Adult-Sized Helping*

When the Rainier Beach Senior-Junior High P.T.A. (Seattle, Washington) asked its members how many would be interested in a study group on "How To Help Your Child with His Homework," only six parents wanted to sign up. But shortly afterward, parents began calling the school counselor to ask for help on this very problem. So the P.T.A. decided to try another approach. They began sending stories to the local newspapers about a projected "seminar" in helping a child learn to read. In charge was Alice Simondet, reading consultant in the Seattle public schools. Fifty-five parents came to the seminar!

Here are some of the tips Miss Simondet passed along: Demonstrate to the child that reading is important to you. Expose your child to good books. Plan a time and a place for him to read. Listen when your child wants to share something he has read. When you help a child, be patient, positive, and practical. Give help with anticipated difficulties before the child reads. Provide a thought-provoking question for the child to keep in mind while reading. Let the child read silently and then discuss what has been read.

Now the Rainier Beach parents are requesting another reading seminar as well as a similar one on mathematics. The latter will be scheduled for evenings so that dads can learn how to help too.

# The Eventful Drama

## OF GROWING UP



### I. Preschool Course

DIRECTED BY RUTH STRANG

"Children Think—But How?" (page 24)

#### Points for Study and Discussion

1. Give examples of children's thinking and show how something that seems confusing to us may seem logical to them because of their limited experience. For example, Chris knew only one meaning for the word "bed," so it was logical for him to think an "asparagus bed" was for Aunt Esther to sleep in.
2. An amusing book entitled *A Hole Is To Dig* is a compilation of children's definitions of words. Preschool children most often define words in terms of their use: "An orange is to eat," "a chair is to sit on." Collect examples of definitions from preschool children of different ages. Note how the type of definition changes as the child grows older.
3. How do children's questions give glimpses of the way they think?
4. Explain why four-year-old Anne called her cat "Alex Cat" instead of "alley cat." Give other examples of children's substitution of a known word for the unknown word. Adults sometimes do this, too—for example, the nurse who read "abdominal cavity" for "abominable calumny."
5. What effect might adults' laughing at a child's primitive thinking, or ridiculing or embarrassing him by quoting his funny remarks in his hearing, have on the child's eager curiosity and questioning?
6. Which of the following kinds of experiences will best develop a child's ability to think?
  - Letting him experiment and explore and find out for himself, for example, "to try out what it feels like to look down from the top of a ladder."
  - Giving approval to his thoughtful observations.
  - Explaining old times and customs of which he can have no firsthand experience.
  - Saying "Where did you get that silly idea!"
  - Responding to his questions by answering, "You're too young to understand."
  - Letting him work out his problems of social relationships himself, interfering only if he is in danger of getting hurt or if a question or comment will help him to see the situation in a better light.
  - Asking him thought questions that he can figure out from his own experience. A good example of this is the question the mother asked Beth when they were looking at Indian homes in the museum.

- Reading and talking with the child, thus giving him understanding of more words with which to think.
- Listening to him as he tries to clarify his own thinking. Preschool children often talk out loud to find out what they think.
- Prodding him to think beyond his present capacity.
- Giving him time to think.
- Setting the stage to make it possible for him to solve his problems.
- Encouraging him to make his own generalizations.

7. What is the difference between repeating words and understanding their meaning? How can a parent encourage a child to learn the meanings of words he hears and repeats?

#### Program Suggestions

- Make a collection of questions that preschool children have asked. At the meeting have a panel of parents and preschool teachers try to answer these questions—for example, "How does the water get into the faucets, Mommy?" "Why doesn't the snow make any noise when it comes down?"
- Bring examples of preschool children's confused and often comical thinking, and let the group try to analyze the reasons for the erroneous notions. Was it lack of experience, lack of understanding of the meaning of the words, a wrong guess about the relations of things, or some other reason?
- Invite a school psychologist to demonstrate and discuss the use of Thelma G. Thurstone's *Learning To Think Series*. What suggestions might it give to parents for informal ways of encouraging children's thinking?

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## II. School- Age Course

DIRECTED BY DALE B. AND  
ELIZABETH S. HARRIS

### "Is There a Bully on Your Block?" (page 14)

#### Points for Study and Discussion

1. How would you go about discovering why a child bullies? What in his behavior, his actions, shows that he wants love, that he is fearful, that he is lonely and wants more friends? How do these wants drive him to boss others, even to be cruel to them?
2. When you were a child did someone ever bully you? How did you feel? What did you do about it? Did you tell your parents? Why, or why not? What finally brought an end to the problem?
3. Are there other types of behavior that may also be a mask to cover up what a youngster really is? Can being cooperative with adults, always ready to carry out responsibilities, be a mask? What other kinds of behavior can conceal the real wishes and motives?
4. The authors suggest, "Whatever it is, talk it over with your child. Don't brush it off. . . . If the child is afraid, then he is and he needs your help in knowing how to meet both the fear and the bully." What specific things can be said or done? Does it help if we encourage the child to describe just how he feels, even if he wants to say savage things about his tormentor? Does it help if we urge the child to be brave? Does it help to discuss positive forms of action? Why, or why not?
5. How can one help the timid child who has become the victim of a bully? For example, how can a terrorized child offer genuine friendliness to his tormentor, or develop the confidence and quiet courage that show "I'm not afraid of you"?
6. Suppose the action suggested—that of letting the eleven-year-old teach the younger ones to wrestle—had failed? What would you suggest as a next step for the diplomatic dad to take?
7. What practical steps should be taken if the bully is three or four years older than his victims? If he is about their own age? Are there any differences in the approaches parents should use toward their own children, the bully, and the bully's parents?
8. Habitual bullying is sometimes held to be an early stage in the development of more serious delinquencies. Sometimes it appears in children whose total family situation is unhealthy—where parents are indifferent to their children, their neighbors, and social standards generally. How are these parents to be approached in the spirit recommended by the authors?
9. The authors say that sometimes a child becomes a bully because he is bullied at home. How can a parent test his behavior to see whether he has perhaps become a bully to his family?

#### Program Suggestions

• Try role-playing to dramatize an episode in which an approach is made to the parent of a neighborhood bully. Let the approach be made by a person who thinks that bullying is unfair and ought to be dealt with rather strongly. Let the parent of the bully take an argumentative, even belligerent, position in defense of his child. Stop the interchange before too much warmth develops and discuss what was said, for social effectiveness and for the motives involved. Try to role-play a more constructive situation, to demonstrate a more positive solution.

• The film *Angry Boy* demonstrates how certain resentments and hatreds can arise from family situations. This half-hour film can be used as the basis for a very successful discussion, but only if the discussion leader is experienced and has studied carefully the manual that accompanies the film (be sure to request this manual if you borrow or rent this film). It will be helpful if you can have a member of one of the mental health professions (a psychiatrist, psychologist, social worker, or health educator) available as a resource person.

• Have a fifth- or sixth-grade teacher collect from children short paragraphs about their experiences with bullies. For one example, see the incident related in Eda LeShan's article in *The PTA Magazine* cited below. (These should be anonymous, of course.) Discuss the adult's possible approach to a bullied child in the light of these examples.

• Try the old six-minute "buzz-session" technique, having small groups list as many sources or causes of bullying as possible. Use these findings as a starting point for a general discussion of bullying and its handling. This may be helpful where not all members of the group are likely to have read any references in preparation for the group meeting.

• Ask a school social worker or school psychologist to give his view of the problem. He may have some constructive suggestions growing out of his experience. He may also be able to help a study group understand the varied sources of bullying by explaining how he goes about discovering causes in a particular instance.

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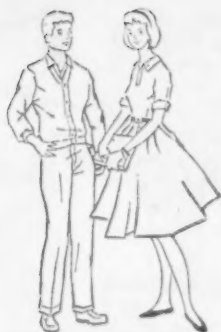
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### III. Course on Adolescence

DIRECTED BY EVELYN MILLIS DUVAL

#### "Teen-agers—The Ad Man's Target" (page 4)

##### Points for Study and Discussion

1. A ten-billion-dollar market naturally is a challenge to business. So it is understandable that advertisers beam their appeals to teen-age buyers of clothes and cosmetics, cars and confections. Ten billion dollars divided among twenty million teen-agers means an average of five hundred dollars that a given teen-ager spends on himself in a year—a little less than ten dollars a week. Where does he get it? From his parents in allowances, gifts, and handouts, or from his earnings. What does he do with it? Buys lunches and school supplies, clothes, cosmetics, and his share of teen-age fun in the form of sports, movies, snacks, dates, and gasoline for the car. How wisely does he spend his money? That is the big question—for his family as well as for himself, for the future as well as for the present.

2. Before a teen-ager is out of school the money he runs through in a year can be expected to balloon up beyond the average for all teen-agers. The boy will be thinking seriously of college, a car, and other expensive items that will account for thousands rather than hundreds of dollars a year. The girl will either be going to college or (as half of all American girls do these days) getting married before she is twenty. She will be spending several hundred dollars on her wedding, and setting up housekeeping in a style that her own mother, married twenty years or more, has scarcely achieved. Unless that girl learns how to manage money wisely while she is in high school, she will be an unnecessarily heavy burden on her father or her husband.

3. How do adolescents learn to handle their finances? Let us count the ways:

- By following their parents' example—whatever that may be in a particular home.
- By graduated experience in handling money through the years—through both their mistakes and their successes.
- By participating in family decisions involving money (in very few families, unfortunately).
- By discussing with each other and with their parents the merits of this or that product in relation to the particular need they have for it at the time.
- By special educational situations set up to encourage the development of their knowledge and skill in using money and their understanding and appreciation of its value.
- By planning and evaluating actual purchases with the help of reliable guides.

4. Parents and teachers who want to protect teen-agers from exploitation, and rear them as intelligent young people able to use modern advertising constructively, can do a great deal to strengthen the money management education (formal and informal) of their own adolescents.

##### Program Suggestions

• Invite the buyer from the local store that caters to the adolescent crowd in your community to meet with your group. Invite one or more classes from high school to join you. At the meeting review how to build a basic teen-age wardrobe for school. Ask the buyer to discuss materials in terms of wear and care, cut in terms of style and service, color in terms of mix and match, as well as relative costs and utility of various types of garments for both boys and girls. Be sure to cover such considerations as impulse buying, fads and social pressures, and single-purpose versus multipurpose pieces of clothing. Encourage both the parents and the teen-agers to raise questions and discuss points that arise.

• Ask a nearby 4-H girls' club, Tri-Hy-Y club, or home economics class to review for your group the scientific findings about such items as shampoos, hair dyes, rinses, bleaches, deodorants, mouthwashes, reducing drugs and devices, and skin medications, as reported in *The Medicine Show* by the editors of *Consumer Reports* (Simon and Schuster, 1961, \$1.50 paper, \$3.95 cloth).

• Arrange a debate on the proposition, "Resolved, that teen-agers should be allowed to have charge accounts at local stores."

• Canvass the members of your study group for parents who (1) have given their children allowances through the years to meet specific expenses agreed upon in the family and (2) have given their children money as they needed or requested it. From the more articulate members of both sets of parents select a panel to open up the major questions about allowances for children in the family—how much, for what, at what age, and how much larger as the child grows. After these parents have shared their experiences and views, turn the question over to the whole group for discussion.

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##### Study Course Articles Coming in November

If Your Child Is Silent About Sex  
Armin Grams

Helping Your Child with His Homework  
Ruth Strang

Examination Blues  
Herbert and Harriet Schueler

# MOTION PICTURE

# Previews

ELJA BUCKLIN

Preview Editor, Entertainment Films

## FAMILY

Suitable for young children if accompanied by adults

**Alokazam the Great**—American-International. This feature-length animated film is a mishmash of children's animal stories, fairy stories, and cartoon antics, awkwardly put together, with a heavy moral but also with much of the senseless violence popular in cartoon shorts. A timid monkey becomes King of the Beasts and then becomes haughty and selfish. After mastering Merlin's magic tricks, he arrogantly defies the king of the wizards. Through imprisonment and many other ordeals, he learns the error of his ways.

Family	12-15	8-12
Mediocre	Mediocre	Mediocre



A tender scene from *Greyfriars Bobby*.

**Greyfriars Bobby**—Buena Vista. Direction, Don Chaffey. Greyfriars Bobby is a little Skye terrier who frisks happily around the feet of his master, an aging Scottish shepherd. When the old man becomes too feeble and ill to work, his employer drives him to Edinburgh and leaves him to fend for himself. The dog joins the old man, and, when his master dies, takes up a nightly vigil at his grave. During the day Bobby plays with the waifs who live nearby, eats with a kindly and lonely old innkeeper, and eventually wins the heart of the crusty old caretaker of the kirkyard. A rivalry between the two testy old men for Bobby's affections ends in court, with the neighborhood children playing an unexpected but important role. What makes this straightforward, beautifully produced picture, based on a true story, particularly satisfying is its theme—the freely given love and dedication of a dog to his human friend. The Scottish settings are authentic and charmingly picturesque, and a subject that could so easily have been oversentimentalized is handled with commendable restraint and pleasant dignity. Leading players: Donald Crisp, Laurence Naismith, Alex MacKenzie.

Family	12-15	8-12
A must	Beautiful dog story	Beautiful dog story

**Thief of Baghdad**—MGM. Direction, Arthur Lubin. A retelling of the tale of the handsome Thief of Baghdad who searches for the talisman that would save the life of a beautiful princess

and win her as his wife. Steve Reeves as the hero jumps over housetops and wields his sword in traditional adventure-story fashion. The caliph and his court are portrayed with light humor, and a tongue-in-cheek approach is maintained throughout. The picture, which was filmed in Tunis, has excellent color photography. Restrained in violence and spectacular in treatment, the childlike story will appeal to children, although their older brothers and sisters may find it too simple. Leading players: Steve Reeves, Georgia Moll.

Family	12-15	8-12
Possibly	Possibly	Entertaining

## ADULTS AND YOUNG PEOPLE

**Brain Washed**—Allied Artists. Direction, Gerd Oswald. An absorbing, well-acted melodrama about a ship passenger who beats the world chess champion and then reveals that this is his first chess game. A flashback tells why he was able to win. The Nazis had arrested him and placed him in isolation, hoping to break his spirit and thus learn valuable secrets. He managed to smuggle in a book on chess, and, to preserve his sanity, worked out endless chess problems. Leading players: Curt Jurgens, Claire Bloom, Jorg Felmy.

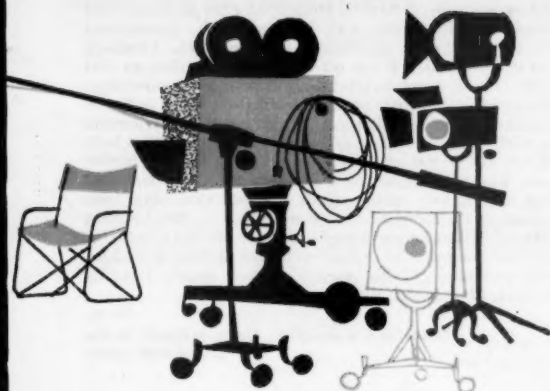
Adults	15-18	12-15
Absorbing, well-acted melodrama		Mature

**Breakfast at Tiffany's**—Paramount. Direction, Blake Edwards. This boy-meets-girl film version of the Truman Capote novella includes most of the "kookie" and amoral incidents in the book but manages to introduce a moral note along with the "happy ending." Audrey Hepburn plays Holly Golightly, night sprite of New York café society—a "wild thing—a creature that cannot be held or kept." Skirting danger, she manages to maintain herself in rather odd ways. In the same fashionable house in which she lives, a handsome young writer (George Peppard) has an apartment paid for by his wealthy patron-mistress. Before he realizes the error of his ways and convinces Holly that "marriage is no prison," there are a raucous and drunken cocktail party, Holly's introduction to the public library, the theft of two false faces from a dime store, and a visit to Tiffany's to engrave a ring from a box of crackerjack. There is occasionally an air of forced whimsy and cuteness, and some tasteless moments, one being Mickey Rooney's characterization of the Japanese neighbor. Aloof, chic, and elfin, Miss Hepburn is beguilingly photographed, as are the New York City settings. Leading players: Audrey Hepburn, George Peppard, Mickey Rooney.

Adults	15-18	12-15
Matter of taste	No	No

**Bridge to the Sun**—MGM. Direction, Etienne Perier. Based on the autobiographical novel by Gwen Terasaki, this tender love story describes the lives of a Tennessee girl and the Japanese diplomat whom she married. His efforts in Tokyo and Washington to prevent war with the United States are lightly sketched. The emphasis is on the couple's lovely and steadfast relationship as she visits subtly disapproving in-laws, rebels against the Japanese attitude toward women, returns to Washington with her husband after the birth of their little girl, then leaves for Japan with the diplomats' families after Pearl Harbor. Carroll Baker is attractive and sincere as Gwen, and James Shigeta is most appealing as her husband. Settings in Japan, particularly those in Kyoto, hold constant interest. Leading players: Carroll Baker, James Shigeta.

Adults	15-18	12-15
Excellent	Excellent	Excellent



**A Cold Wind in August**—Aldart Pictures. Direction, Alexander Singer. A cheaply sensational film about a strip-tease performer who seduces the seventeen-year-old son of a janitor. Leading players: Lola Albright, Scott Marlowe.

Adults	15-18	12-15
Poor	No	No

**Fate of a Man**—Mosfilm Studio. Direction, Sergei Bondarchuk. The intent of Sergei Bondarchuk, who produces, directs, and plays the leading role in this eloquent and moving drama, is to express the relationship between the strength of the human spirit and the ability to have faith and to love. This is the story of an ordinary man, a devoted husband and father, whose affection for his family helps him to endure rugged battle and Nazi torture. He finally escapes the Germans only to find that his wife and two daughters have been killed in a bombing. Later his son, a war hero, is reported dead. In the face of overwhelming personal tragedy, he finds a reason for living in a war waif whom he takes as his son. The direction is simple and the photography particularly fine. Leading players: Sergei Bondarchuk, Pavlik Boriskin.

Adults	15-18	12-15
Moving, if sometimes hard-to-take, war drama		Mature

**The Honeymoon Machine**—MGM. Direction, Richard Thorpe. This lively navy farce has to do with an electronic brain, known as Max, that has been installed in a U.S. Navy ship stationed in Venice. Enlisting the aid of a navy subordinate, the civilian engineer in charge of Max, and the astute and pretty daughter of the admiral, a brash young lieutenant devises a system for winning at the Venice gambling casino. There are lots of high jinks as signals are flashed from ship to shore and back again, literally under the admiral's nose. Leading players: Steve McQueen, Brigid Bazlen, Dean Jagger.

Adults	15-18	12-15
Zany navy farce		

**House of Fright**—American-International. Direction, Terence Fisher. The dregs of the Dr. Jekyll and Mr. Hyde story are served up in lurid comic-book style with many violent and brutal extras. Graphically acted, expertly produced. Leading players: Paul Massie, Dawn Addams, Christopher Lee.

Adults	15-18	12-15
Poor	No	No

**The Joker**—Lopert Pictures. Direction, Philippe de Broca. In this film a modern Don Juan carries his whimsical passions lightly through a senseless, graceless world. Witty, wonderfully rhythmic, ultra-sophisticated French farce. English titles. Leading players: Jean-Pierre Cassel, Genevieve Cluny, Anouk Aimée.

Adults	15-18	12-15
Matter of taste	No	No

**Leda**—Times Film Corporation. Direction, Claude Chabrol. Style and unusual color photography characterize this French murder mystery. Unfortunately for the main theme—that a man can get awfully tired of his middle-aged, domineering wife and long for romance with a pretty girl—the actress chosen to play the wife (award-winning Madeleine Robinson) is so attractive in a dynamic and vital fashion that the balding husband is made to look

like a middle-aged mooncalf. To balance the scales, Leda, the youthful, pastel-pretty siren, is treated to considerable "artistic" photography. The murder, too, is flooded with a witchery of soft color and light. Esthetic or not, it all gets pretty silly. English titles. Leading players: Madeleine Robinson, Antonella Lualdi, Jean-Paul Belmondo.

Adults	15-18	12-15
Pretty thin	No	No

**Marines, Let's Go!**—20th Century-Fox. Direction, Raoul Walsh. This picture begins and ends with battle scenes glorifying the Marines during the Korean War, but is primarily a farce about the men's shenanigans when they are on leave in Japan. Headed by their brawny, be-medaled sergeant—a hero on the battlefield but a simple-minded, loud-mouthed boor among civilians—the men proceed on their merry way getting in and out of scrapes. Short of funds and in need of living quarters, they trick a Japanese hotelkeeper who runs a quiet family establishment into believing they are carrying out an important secret mission, and he gives them the best rooms in the house. They become involved with Japanese dancing girls and take part in a couple of night-club brawls. Settings are elaborate; acting is poor. Leading players: Tom Tryon, David Hedison, Tom Reese.

Adults	15-18	12-15
Tasteless Marine farce	No	No

**Noose for a Gunman**—United Artists. Direction, Edward L. Cahn. A gunman returns to his unfriendly home town to warn it of an impending stage robbery and raid by the Cantrell gang and remains to wipe out the villains. He clears his name by exposing the town's leading citizen as a murderer and thief, and marries the blonde show girl who came in on the coach. Routine western. Leading players: Jim Davis, Bart McLane.

Adults	15-18	12-15
Just like the westerns on television		

**The Pharaoh's Woman**—Universal-International. Direction, W. Tourjansky. An absurd "eastern" spectacular in which the "good" guys wear purple tunics and the "bad" guys white ones. Or is it the other way around? At any rate they all keep their costumes spotless during the many elaborately staged battle scenes. John Drew Barrymore, prince of Egypt, is at war with his cousin for the throne of the Pharaohs and a pretty slave girl, who is really of noble birth. She prefers the handsome court doctor to the belligerent princes and suffers dearly for it. So will you suffer—if you go to see this movie. Leading players: Linda Cristal, John Drew Barrymore.

Adults	15-18	12-15
Absurd, third-rate spectacle		

**The Pit and the Pendulum**—American-International. Direction, Roger Corman. This elaborate film attempts to reach out seriously into the mad, eerie world of Edgar Allan Poe. It is handicapped almost fatally by the acting, except for the striking performance of Barbara Steele as the wife. So ludicrously does Vincent Price ham up his role as the weak and fearful son of a sadistic medieval torturer that frequent giggles were heard from a reviewing group. Only in the last few terrifying minutes, when he imagines that he is his powerful and brutal father, does he strive for horror instead of bathos and get into the ghoulish feel of things. The pendulum and its setting are grimly imaginative, and the sound effects are perfect. Leading players: Vincent Price, John Kerr, Barbara Steele.

Adults	15-18	12-15
Matter of taste	Matter of taste	Not for the sensitive

**Revolt of the Slaves**—United Artists. Direction, Benito Malasomma. Sadism, gore, and violence dominate this cheap spectacle about the martyrdom of Christians in Rome and the love of a Christian slave for his Roman mistress. Leading players: Rhonda Fleming, Lang Jeffries.

Adults	15-18	12-15
Revolting	Revolting	Revolting

**Scream of Fear**—Columbia. Direction, Seth Holt. An attractive girl, confined to a wheel chair, is invited by her father, whom she has not seen in ten years, to visit his French villa. Met at the airport by her new stepmother, she is told that her father is away on business. Although the older woman seems kind and considerate, the atmosphere in the house grows increasingly strange. When the girl believes that she has seen her father's dead body seated fully clothed in a chair, her stepmother and the village doctor tell her that she is going insane. With the help of the



sympathetic chauffeur, the girl does some detective work to find the body. Events build up to a chilling climax, with the story's shocking secret kept to the end. Leading players: Susan Strassberg, Ronald Lewis, Ann Todd.

Adults 15-18 12-15  
Strictly for thriller fans No

**Summer and Smoke**—Paramount. Direction, Peter Glenville. Geraldine Page's characterization of Miss Alma in this film version of Tennessee Williams' play is not simply realistic but genuinely creative, reflecting the depth and sensitivity of her understanding of the person she plays and the type she represents. Miss Alma is a small-town girl, confused and emotionally stifled by the beliefs instilled in her by her rigid father and the constant self-sacrifice her father and the people around him expect of her. Next door lives the doctor's son she has loved from childhood, who is now finished with his medical training and is in open rebellion against the proprieties of his arid community. He is interested in Miss Alma, sensing the deep emotional turmoil beneath her prim exterior. Their brief, unhappy effort to understand each other ends in psychic destruction. Leading players: Geraldine Page, Laurence Harvey.

Adults 15-18 12-15  
Excellent Too mature in most cases No

**The Trunk**—Columbia. Direction, Donovan Winter. An attractive Viennese woman accidentally shoots a feminine acquaintance of her barrister husband, thinking her an intruder. Afraid that the police will doubt her story, she plots with a sympathetic male friend to dispose of the body in an old trunk. From then on the problem is what to do with the trunk, although in the meantime the viewer has learned that the victim is anything but dead. Unconvincingly acted, with stilted dialogue and obvious discrepancies in plot. Even a startling surprise ending does little to save this film. Leading players: Phil Carey, Vera Day.

Adults 15-18 12-15  
Mediocre mystery melodrama No No

**A Weekend with Lulu**—Columbia. Direction, John Paddy Carstairs. Four London vacationers—two men, the blonde girl friend of one of them, and her "mum"—stop their caravan on a dark, rainy night, and awake the next morning to find that they have been carried to France on a flatcar. There they face a filmful of obstacles, some of them funny, before they can get back to their beloved homeland. Humor is based largely on typically English reactions and contrasting typically French ones to the situations presented. Leading players: Bob Monkhouse, Shirley Eaton.

Adults 15-18 12-15  
Not up to high standards Mature Mature  
of British farce

**When the Clock Strikes**—United Artists. Direction, Edward L. Cahn. A worried and conscientious witness arrives at a tavern near the penitentiary where the murderer convicted by his evidence is about to be executed. From an interesting beginning, this film soon flattens into routine melodrama. The man meets the inevitable blonde, who says she is the killer's wife, and decides to help her find and enjoy the stolen money that the executed man has hidden. Mediocre all the way through. Leading players: James Brown, Merry Anders.

Adults 15-18 12-15  
Poor Poor Poor

**The Young Doctors**—United Artists. Direction, Phil Karlson. The modern hospital is the setting and, in a sense, the protagonist of this seriously produced, beautifully acted picture. Although the film has sharp conflict, it has no villains and depicts no real villainy—only man's imperfection and limited knowledge. Frederic March plays the role of an older doctor, head pathologist of a hospital, who has failed to stay abreast of new scientific discoveries, with consequent serious results. But he is still a brilliant physician and a warmly human man, if at times a highly irritable one. The antagonism he feels toward his self-confident and efficient new helper springs from the fact that they both know the younger doctor has come to replace him. Ben Gazzara plays the role of the young pathologist with power and sympathy. Filmed with the assistance of several well-known New York hospitals. There are some graphic operating room scenes. Leading players: Frederic March, Ben Gazzara, Dick Clark.

Adults 15-18 12-15  
Excellent Tense for the sensitive Content should be discussed with adults

## MOTION PICTURES PREVIOUSLY REVIEWED

### Family

**Mikki, Wild Dog of the North**—A superior Disney animal story photographed in the Canadian Rockies. Some violence.  
**The Secrets of Monte Cristo**—Derring-do and treasure hunting in routine vein.  
**Snow White and the Three Stooges**—Carol Heiss enacts Snow White on skates and the Three Stooges (much subdued) replace the seven dwarfs.  
**Tummy Tell Me True**—A wise but unworlly miss ventures from her shanty houseboat to acquire a college education.

### Adults and Young People

**Ade**—Slick, ludicrous melodrama of politics in the deep South.  
**Ashes and Diamonds**—A Pole's concern with the fate of his country is coupled with brilliant camera work.  
**The Big Gamble**—An entertaining adventure story with a colorful African background.  
**Bimbo the Great**—A heavy European circus story with a sticky, sentimental plot.  
**By Love Possessed**—The need to compress James Gould Cozzens' novel results in shallow, sensational soap opera.  
**Come September**—Pretentious Rock Hudson vehicle; luxurious Italian settings including Gina Lollobrigida.  
**The Explosive Generation**—Troubled teen-agers will find neither comfort nor entertainment in this irritatingly exaggerated film.  
**Fanny**—A heart-warming picture with graceful performances by a star cast.  
**Flight to the Moon**—A good-natured spoof on the "scientific testing" of human beings.  
**Goodbye Agnès**—Bittersweet, shallowly sophisticated soap opera.  
**Greenglass Summer**—Exquisitely photographed film version of Rumer Godden's delicately drawn story.  
**The Guns of Navarone**—Fingernail-biting, edge-of-the-seat suspense melodrama about a handful of tough Allied heroes.  
**Invasion Quarter**—A wacky and engaging English farce.  
**La Dolce Vita**—The famed director of *La Strada* has created a teeming, explosive modern pageant of evil.  
**Ladies' Man**—Jerry Lewis' familiar antics in a feature-length series of gags.  
**The Last Time I Saw Archie**—Shoptown army farce.  
**Love Is a Goldfish Bowl**—Lightweight entertainment blithely dramatizing unconventional teen-age behavior.  
**Margosa the Pirate**—Steve Reeves plays pirate.  
**Most Dangerous Man Alive**—Gangster melodrama with an ugly science-fiction twist.  
**The Naked Edge**—A polished murder mystery in which Deborah Kerr suspects her husband, Gary Cooper, of murder.  
**On the Double**—A reshoot of Danny Kaye's old tricks, superbly performed but unhappily garnished with occasional touches of vulgarity.  
**Rocco and His Brothers**—Well-acted and well-directed story of a closely knit Italian family. A vicious rape scene makes it poor fare for teen-agers.  
**The Truth**—Though Brigitte Bardot acts well, the sensual attributes of her built-up screen personality are cynically exploited.  
**Two Rode Together**—A superior western melodrama.  
**Voyage to the Bottom of the Sea**—A nuclear-submarine inventor battles forces above and beneath the sea to extinguish a ring of fire around the world. Un-even melodrama.  
**Wild in the Country**—Elvis Presley the singer detracts from Elvis Presley the serious actor, attempting to portray an emotionally troubled youth.

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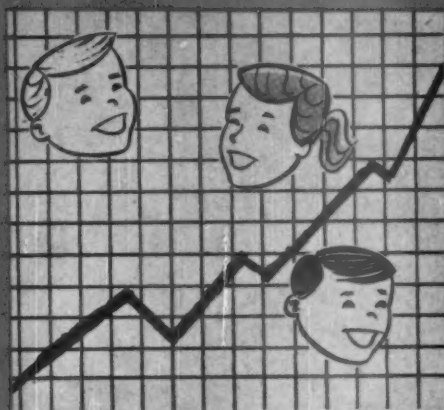
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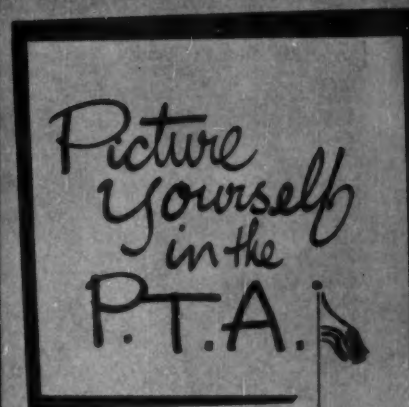
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